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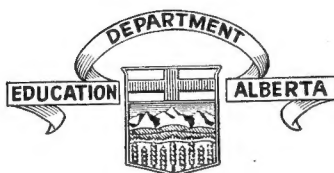
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FORTY-FIRST ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1946

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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Edmonton, December 31, 1946.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report
of the Department of Education for the year 1946.

I remain, Sir,

Your obedient servant,

R. E. ANSLEY,

Minister of Education.

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Report of the Deputy Minister

THE HONOURABLE RONALD ANSLEY,
Minister of Education,
Government Building, Edmonton.

Sir:

I have the honour to submit herewith the forty-first annual report of the Department of Education. This consists in the main of the reports of the heads of the various branches, supplemented by statistical data of educational interest.

During the year a number of staff changes took place and again the ranks of those who know the Department of Education and its work from the early days of the Province were depleted. With their going went also much of the history of the practices, policies and procedures now in effect in Education in Alberta.

Foremost among these changes must be placed the retirement of Dr. G. Fred McNally, Deputy Minister from midsummer 1935 until March 31, 1946. Elsewhere in this report is to be found an acknowledgment of the work done by Dr. McNally.

Dr. McNally was succeeded as Deputy Minister on April 1, 1946, by the writer who first joined the staff of the Department as an Inspector of Schools in 1930, and who subsequently served as Normal School Instructor, Summer School Director (Edmonton and Calgary), Principal of the Provincial Normal School, Calgary, Chief Inspector of Schools and Chief Superintendent of Schools.

The retirement of the Deputy Minister resulted in a number of staff rearrangements. Mr. W. E. Frame, M.A., was promoted to the position of Chief Superintendent of Schools and was in turn succeeded by Mr. H. E. Balfour, M.A., as Director of School Administration. Mr. Balfour had recently returned from the Canadian Army to his former position of High School Inspector.

At the time of Dr. McNally's retirement two other well known officers of the Department retired also, Mr. R. V. Bellamy, Registrar, and Mr. R. A. Douglas, Accountant, both of whom carried with them the esteem of their fellow employees.

Mr. B. E. Walker, formerly Supervisor of the Examinations Branch, became Registrar and Secretary of the Board of Teacher Education and Certification on April 1st.

At midsummer Mr. H. T. Sparby, M.A., Associate Director of Curriculum, resigned to join the staff of the Faculty of Education and was succeeded by Mr. A. B. Evenson, B.Sc., B.Ed., Inspector of High Schools. At the same time Miss Jeannette Hinman, B.Sc., Supervisor of Home Economics, transferred to the staff of the Institute of Technology and Art. At the end of the year no successor had been appointed.

The transfer of Mr. J. W. Chalmers, Director of the Correspondence School Branch, to the staff of Superintendents upon his return from Stanford University where he completed the requirements of

the Ed.D. degree resulted in the confirmation as Director of Acting Director G. F. Bruce.

At the end of the year Miss Edith Bowen, secretary to the Deputy Minister, resigned to accept appointment to the Board of Motion Picture Censors and was succeeded by Miss B. Arnett.

It is of interest to note that a large number of our employees, especially superintendents of schools, as well as teachers, continue to pursue graduate studies in Eastern Canada and the United States. The broadened experience and outlook resulting from their studies and travel are sure to redound favourably to their practice of education in this Province.

The year 1946 must be recorded as having been a most difficult and trying one from the standpoint of school administration. The continued and increased shortage of teachers has not only deprived thousands of children of proper educational opportunity but has imposed upon school authorities, especially school division boards and superintendents, a great burden of effort, worry and public discontent. As the year closed 649 schools were being provided with education through the greatly expanded facilities of the Correspondence School Branch. While only 52 schools were without some sort of service at the end of the year the superintendents reported that about 1,500 rooms were either without service or were being supplied in some makeshift or inferior manner.

While the outlook for 1947 is far from good one bright spot is that the first class of about 100 war veteran teachers who made use of their D.V.A. benefits to continue their education will receive their degrees in Education and will fill the ranks of the depleted high school staffs.

During the year the Government initiated a policy of payment of tuition fees for students in the one-year course at the Faculty of Education leading to the Junior Elementary and Intermediate Certificate. The effect of such a policy is difficult to assess though it may be presumed that if continued it will attract many students to the Faculty.

The report of the Correspondence School Branch included herewith indicates the extent of the expansion of that branch in an attempt to cope with the pyramiding demand for service to schools without qualified teachers. The Branch has rendered heroic service in the emergency though all realize the limitations of its efforts.

Mention should be made in this report of the continued harmonious relations existing between yourself and your Department on the one hand and the Alberta School Trustees' Association and the Alberta Teachers' Association on the other. Despite our inability to meet many of their demands or contribute as they might wish to the solution of their problems good will and friendly discussion have characterized our dealings.

The retirement of Mr. J. W. Barnett as General Secretary, since its inception, of the Alberta Teachers' Association and its predecessor the Alberta Teachers' Alliance, is here recorded. Mr. Barnett over a long, and sometimes stormy, period of service strove for the advancement of teaching as a profession and the cause of education in general. He has left a lasting memorial to himself in the statute books of the Province for his handwork may be seen in The Teaching

Profession Act, The Teachers' Retirement Fund Act and in many of the provisions of The School Act.

CONVENTIONS

During 1946 two national bodies held educational conventions in Edmonton.

The Canadian School Trustees' Association convention, though small in numbers, represented local school administration over the whole of Canada. Your Department was pleased to participate in the convention and to contribute towards the entertainment of the visitors.

A major event of the year was the annual convention of the Canada and Newfoundland Education Association held in Edmonton during August. In all, 246 members were in attendance as well as a large number of visitors. The members from other provinces expressed themselves as being very much pleased not only with the convention but with the hospitality extended by the Government and others. During the convention much opportunity was provided for educators across Canada to become familiar with the special features of Alberta's educational system. Your Deputy Minister was elected a director of the Association, the name of which was changed to the Canadian Education Association.

REHABILITATION

As the programme of training for veterans, known as Canadian Vocational Training, begins to show signs of drawing to a close it seems desirable to record in some detail its development and accomplishments. Its task was an enormous and difficult one involving as it did rapid expansion at a time when facilities, equipment and personnel were in great scarcity. The report submitted by Mr. J. H. Ross, Regional Director, will bear careful reading.

SCHOOL DIVISIONS

The steady progress made in the incorporation of town and village districts within school divisions is worthy of note since it presages the time when the pattern of educational administration envisaged by the originators of the school division plan will be complete.

I have the honour to be, Sir,

Your obedient servant,

W. H. SWIFT,

Deputy Minister.



GEORGE FREDERICK McNALLY, M.A., LL.D.

Inspector of Schools	1910-1913
Normal School Principal	1913-1918
Supervisor of Schools	1918-1935
Deputy Minister of Education	1935-1946

Canadian Delegate to United Nations Educational, Scientific and Cultural Organization	1946
Chancellor, University of Alberta	1946

To George Frederick McNally, M.A., LL.D.:

Forty years ago, after a brilliant scholastic and professional career in the Maritimes, you came to the last and best West, and to this Province which was then a lusty infant one year old. The first graduating class of the University of Alberta included the name of George Frederick McNally, Master of Arts; since then your name has been intimately and honourably associated with the life of the University as well as of the Provincial Department of Education.

Whether as School Inspector, Normal School Principal, Provincial Supervisor of Schools, or Deputy Minister of Education, you have had vision and an influence which, reaching out to widening circles of teachers and trustees, has been invaluable both in the pioneer phase and in the modernization of the Alberta school system. The School-Book Branch, the Enterprise Programme, the Correspondence Branch, the Larger Unit of Administration, the reform of teacher-training are but a few of the developments in our educational service which gave scope to your energies, your courage, your kindly understanding of men, and your mature philosophy. You have been, as Deputy Minister, a valued member of the University Board of Governors. You have found time to edit text-books and to write professional articles. Many organizations of national influence have honoured you with membership and frequently with high office; these include the Canada and Newfoundland Education Association; the Dominion Youth Training Programme; Rotary International; the Canadian Institute of International Affairs; the National Vocational Training Advisory Council; the Baptist Union; the Boy Scouts Association; the Red Cross Association; the Canadian Forestry Association.

We who have known you best in the daily round of educational endeavour will longest remember you as a genial and delightful personality, an active and well-informed administrator, a man of immaculate appearance, excellent judgment, fine culture, deep religious conviction, and public-spirited citizenship. It is our earnest hope that we may have you in our midst and call you friend for many more years.

* Quoted from the illuminated address presented to Dr. McNally, April 9, 1946.

REPORT OF THE CHIEF SUPERINTENDENT OF SCHOOLS

W. E. FRAME

STAFF

Quite a few changes in the inspection and supervisory staff occurred during the year 1946.

Mr. W. E. Hay, B.Paed., of Stettler, retired in August after a lengthy period of faithful service with the Department of Education. He was replaced by Mr. J. C. Jonason, M.A., of the Faculty of Education of the University of Alberta, who saw service abroad with the Air Force.

The Department lost another faithful servant of long standing in the person of Mr. John Scoffield, B.A., of Wetaskiwin, who was superannuated this year. Mr. L. B. Yule, B.A., recently returned from service with the Army, replaced Mr. Scoffield at Wetaskiwin.

Mr. T. K. Creighton, M.A., of the Camrose High School staff and a veteran of the Air Force, was appointed to Lac Ste. Anne School Division when Mr. J. A. McKay, B.Sc., M.A., was moved to Pincher Creek. Mr. E. W. Hinman, M.A., of the latter Division, took charge of St. Mary's River on September 1st.

During the year Mr. J. W. Chalmers, Ed.D., who served in the Air Force and was formerly Director of the Correspondence School, took over the Killam School Division which was left vacant when Mr. Robert Warren, B.A., Ed.M., was appointed High School Inspector for the Calgary area. He replaced Mr. A. B. Evenson, B.Sc., B.Ed., who took over the office of Associate Director of Curriculum, succeeding Mr. H. T. Sparby, M.A., who joined the staff of the Faculty of Education.

There was a similar change in Grande Prairie where Mr. J. R. S. Hambly, B.Sc., M.Ed., of Acadia School Division, replaced Mr. C. B. Johnson, B.Sc., M.A., when the latter was appointed to the high school inspection staff with headquarters at Lethbridge.

Mr. R. V. McCullough will take over the newly formed Lacombe School Division on January 1, 1947. In the meantime he has been stationed at Lacombe and is assisting in those areas that will be included in the new division.

When Mr. H. T. Coutts, M.A., was appointed to the staff of the Faculty of Education he was replaced by Mr. S. D. Simonson, B.Sc., who recently secured his discharge from the R.C.A.F.

Mr. A. W. Reeves, M.A., ex-R.C.A.F., of the E.I.D. School Division, secured a year's leave of absence to attend Stanford University. Mr. O. P. Larson, B.Sc., B.Ed., another ex-R.C.A.F. Officer, is filling the vacancy.

During the year Mr. D. T. Oviatt, M.A., was brought up to Edmonton to revise the elementary school curriculum. Mr. G. H. Lambert, B.A., another R.C.A.F. veteran, replaced Mr. Oviatt at Taber.

ORGANIZATION OF SUPERVISORY STAFF

The elementary and intermediate school inspectors are responsible for the supervision and inspection of Grades I-IX. Each inspector acts as a superintendent (hence the term Inspector-Superintendent) of a school division and advises boards with

respect to educational matters. He is sometimes responsible for the work in the smaller high schools. Five of the superintendents are at present serving two divisions. The four high school inspectors visit schools or rooms which are devoted exclusively to high school work, while the special supervisors are responsible for the organization and inspection of their particular subjects.

During 1946 the high schools in Lethbridge and Medicine Hat and the intermediate rooms of Calgary and Edmonton were inspected. It is planned to do the high school rooms of Calgary in 1947.

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS AND SUPERINTENDENTS OF DIVISIONS

	Rooms		Total
	Elementary and Intermediate Div.	High Schools	
J. D. Aikenhead, B.Sc., A.M., Berry Creek No. 1	13	5	18
and Sullivan Lake No. 9	37	2	50
Findlay Barnes, B.Sc., B.Ed., Rocky Mountain No. 15	69	8	92
L. A. Broughton, B.A., Lac La Biche No. 51	54	4	69
T. C. Byrne, M.A., B.Ed., Foremost No. 3	41	12	64
J. W. Chalmers, M.A., Ed.D., Killam No. 22	63	11	95
T. K. Creighton, M.A., Lac Ste. Anne No. 11	87	3	90
X. P. Crispo, M.A., Olds No. 31	87	15	121
W. R. Dean, B.A., Fairview No. 50	40	4	50
E. M. Erickson, B.A., B.Ed., Holden No. 17	77	11	98
F. B. Facey, M.A., Castor No. 27	59	8	71
C. Ross Ford, B.Sc., M.A., Edson No. 12	58	10	98
A. R. Gibson, M.A., B.Paed., Lamont No. 18	90	12	115
I. Goresky, M.A., M.Ed., Neutral Hills No. 16	37	4	43
and Acadia No. 8	37	4	44
J. R. S. Hambly, B.Sc., M.Ed., Grande Prairie No. 14	83	15	128
and East Smoky No. 54	14		14
F. Hanochocko, B.A., B.Ed., Two Hills No. 21	89	13	106
E. W. Hinman, M.A., St. Mary's River No. 2	64	30	129
W. E. Hodgson, B.A., B.Ed., Athabaska No. 42	66	7	73
G. F. Hollinshead, B.Sc., Stony Plain No. 23	86	11	117
J. C. Jonason, M.A., Stettler No. 26	61	14	112
W. S. Korek, B.Sc., Macleod No. 28	32	16	64
H. A. Kostash, B.A., Smoky Lake No. 39	109	20	135
L. W. Kunelius, B.Sc., M.A., Pembina No. 37	96	11	117
G. H. Lambert, B.A., Taber No. 6	51	12	63
O. P. Larson, B.Sc., B.Ed., E.I.D. No. 44	48	10	68
and Bow Valley No. 43	24	6	33
C. M. Lavery, B.A., Foothills No. 38	33	26	112
J. J. LeBlanc, B.A., Clover Bar No. 13	104	9	125
E. G. McDonald, B.A., B.Ed., Provost No. 33	41	7	58
J. A. McKay, B.Sc., M.A., Pincher Creek No. 29	25	19	84
Munroe MacLeod, M.A., Wheatland No. 40	71	16	94
E. C. Miller, B.A., Vermilion No. 25	108	11	122
Cyril Pyrch, B.A., B.Ed., Strawberry No. 49	56	2	58
R. Racette, B.A., St. Paul No. 45	83	10	114
C. H. Robinson, M.A., M.Ed., Camrose No. 20	51	24	100
H. R. Ross, B.Sc., Ponoka No. 34	76	24	124
A. L. Schrag, B.Sc., Spirit River No. 47	44	5	51
R. J. Scott, B.A., Sturgeon No. 24	96	8	128
S. D. Simonson, B.Sc., Wainwright No. 32	69	12	85
E. C. Stehelin, B.A., B.Ed., High Prairie, No. 48	41	9	79
J. L. Sylvestre, B.A., Bonnyville No. 46	77	8	98
L. A. Thurber, B.Sc., Red Deer No. 35	79	24	162
L. A. Walker, B.A., Medicine Hat No. 4	58	20	85
J. F. Watkin, M.A., M.Ed., Drumheller No. 30	57	7	78
and Red Deer Valley No. 55	25	20	70
E. W. White, B.A., Vegreville No. 19	53	12	79
Owen Williams, B.A., Lethbridge No. 7	80	7	109
Geo. L. Wilson, B.Sc., Calgary No. 41	73	11	121
Hugh B. Wilson, B.Sc., Peace River No. 10	60	6	78
and Fort Vermilion No. 52	5		5
L. B. Yule, B.A., Wetaskiwin No. 36	55	9	64
R. V. McCullough, A.B.—Superintendent at large			
TOTAL	3192	792	4560

NOTE:—The above figures represent the rooms that operated under teachers and the Correspondence School Branch during the year.

INSPECTORS OF HIGH SCHOOLS

D. M. Sullivan, M.A.—Northern Alberta.
 H. C. Sweet, B.A.—Northern Alberta.
 R. Warren, B.A., Ed.M.—Central Alberta.
 C. B. Johnson, B.Sc., M.A.—Southern Alberta.

SUPERVISOR OF INDUSTRIAL ARTS

A. P. Tingley, B.A.

DEPARTMENT OF EDUCATION

The following tables are compiled from statistics supplied by the superintendents. It should be kept in mind that the major cities are not included since they do not come under the jurisdiction of any particular superintendent. The figures are as at December 31st.

DISTRICTS, ROOMS AND OPERATION

	In Divisions	Not in Divisions	Total
Number of districts	3636	190	3826
Number of districts in which local school was operated	2445	185	2630
Number of operating rooms	3192	792	3984
Number of classrooms under the direction of correspondence supervisors	635	11	646
Number of classrooms of pupils being cared for at other schools, due to teacher shortage	153	2	155
Number of classrooms closed due to teacher shortage and without service of any sort	15	2	17
Number of operating schools (including Elementary, Intermediate, and High Schools):			
(1) One room	2052	37	2089
(2) Two rooms	240	22	262
(3) Three rooms	74	28	102
(4) Four rooms	49	27	76
(5) More than four rooms	80	88	168
Total	2495	202	2697
Number of school vans operated:			
Regular routes		525	
Due to teacher shortage		66	
Number of pupils carried by vans:			
Regular routes		10,835	
Due to teacher shortage		823	
Number of families receiving conveyance allowances:			
Normal cases		1,298	
Due to teacher shortage		246	
Centralized schools in operation:			
Two-room schools		64	
Three-room schools		44	
Four-room schools		34	
Schools of five or more rooms		60	

INSPECTION AND SUPERVISION

	In Divisions	Not in Divisions but in Inspectorates	Outside Inspectorates	Total
Number of rooms visited in supervisory capacity during the year:				
Once	1242	599	384	2225
Twice	1288	138	3	1429
Three times	507	34		541
Four times or more	320	16		336
Number of visits of half-day duration			5856	
Number of visits of less than half-day duration			2514	
Number of complete reports submitted			3692	
Number of memo reports to teachers			2042	
Number of visits with no report			2636	
Number of rooms the work of which was not inspected or supervised during the year:				
In divisions			99	
Not in divisions			46	
Total			145	

HIGH SCHOOL WORK IN ONE-ROOM SCHOOLS

Number of one-room schools offering instruction in Grade IX	783
Number of one-room schools offering instruction in Grade X	9
Number of one-room schools offering instruction in Grade XI	1

SUMMARY OF WORK

	Total Days	Average
Number of days spent in work of supervision:		
(a) Schools in Divisions	3,018.75	62.89
(b) Schools in Inspectorate but not in Divisions	428.5	8.93
(c) Schools not in Inspectorate	197	4.1
(d) Indian Schools	27	.56
(e) Private Schools	37	.77
Total	3,708.25	77.25
Number of days spent in:		
Investigation or administrative work:		
(a) In divisions	2,283.5	47.57
(b) In school districts not in divisions	174.75	3.64
Performance of duties as Official Trustee	169.25	3.53
Attendance work	176.5	3.68
Examination work for Department	86.25	1.8
Teaching in Summer School	30	.63
Other special work for Department	372.25	7.76
Reports, correspondence, office duties	3,793.75	79.04
Attending meetings of divisional boards	683	14.23
Attendance at conventions, school fairs, sub-divisional meetings, field days, etc.	903.5	18.82
Total	8,672.75	180.7
Grand total for work of all kinds	12,381	257.94

TABLE OF MILEAGE

	Total	Average
Miles travelled:		
Rail	32,928	686
Bus	7,658	159.54
Road: (a) Own car	386,989.1	8,062.27
(b) Other conveyance	4,537	94.52
(c) Car mileage not charged to Department	33,715.9	702.41
Total	465,828	9,704.7

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED BY REPORTS OF THE DIVISIONAL SUPERINTENDENTS

(Consolidated by F. BARNES, B.Sc., B.Ed.)

Following instructions, each Inspector-Superintendent has submitted a report concerning the educational conditions and progress in his area. These reports include observations on the activities in the 55 School Divisions operating in 1946 as well as comments on general methods and techniques presently employed in the classrooms of the Province. The information received is included under the following main headings:

- A. General Conditions.
- B. Operation of Schools.
- C. School Division Administration.
- D. Special Services.
- E. Inspection and Supervision.
- F. Inclusion of Towns and Villages.
- G. Miscellaneous.

In the following pages the statements of the various Inspector-Superintendents have been consolidated and generalized to provide as comprehensive a picture as possible of educational conditions and progress in the Schools of Alberta.

A.—GENERAL ECONOMIC CONDITIONS

Reports from the Inspector-Superintendents reveal that 1946 has been a year of real prosperity for rural and urban Alberta. With the exception of the Foremost area along with the Fairview-Grande Prairie-Peace River Block very good farm conditions have prevailed. Hail occasioned some losses in the Wetaskiwin, Olds,

Drumheller, Ponoka and Stettler regions. However, while early frosts and adverse harvesting conditions affected many parts of Alberta, business in general has been brisk and tax collections have been much above average over the entire province. Indications are that 1947 will also be a good year, but some apprehension is being expressed that if requisitions continue to increase they may become too great for the land to bear.

B.—OPERATION OF SCHOOLS

(a) *Comparison of School Operation Effectiveness with that of 1945.*

It would appear from the reports that this has been a very critical year in the operation of schools due to a general lack of teaching personnel. Never has the teacher shortage been so generally acute and never has there been such a rapid and constant change in teaching-staff. Some schools have been forced to remain closed during the year while six hundred others operated as Correspondence School Centres. Lack of educational opportunity in rural areas is fast becoming a very potent factor in the movement of families to urban centres. It would appear, if we think in terms of the welfare of the pupils who began school eight years ago, that there will be a rural school generation which will have received inadequate instruction and which will never recover what they have lost. The fruits of it will carry on through high school and even reach out into the lives of the general public where its detrimental effect will be felt for years to come.

However, the majority of Inspector-Superintendents report equal or improved services in other respects in 1946 as compared with 1945. Several centralizations have been effected making for improved educational opportunities—some of these no doubt were due to teacher shortages so perhaps some good is accruing from this most trying problem.

Taber reports the inclusion of all town schools within the Division.

(b) *The Chief Means Employed to Provide Educational Service in the Absence of Qualified Teachers.*

Several expedients have been resorted to by the Divisions, and to a lesser extent by towns, villages and consolidations, in an effort to alleviate the serious situation resulting from the great shortage of teachers. The centralization of schools has been a particularly satisfactory method while at the same time giving greater educational opportunities to rural children. These, plus the opening of dormitories and the use of buses, have brought schooling within the reach of many children who would otherwise be receiving little or no education today. This is especially true of children in the high school grades.

Teachers with inferior qualifications have been called into service. Many of them are without recent experience, but are fulfilling a useful service at the present time. Many letters of authority have also been issued on the recommendations of the Inspector-Superintendents. In addition, numbers of married women have been called upon to do double service by teaching and performing their regular duties in the home.

Correspondence courses have been provided through the co-operation of the Correspondence School Branch. In some instances

these courses are provided directly with the parents helping the children in organizing their work, but more often they are provided through a Correspondence School Centre under the direction of a reasonably well educated Supervisor. In general, these centres are providing a good service in the absence of qualified teachers.

In several Divisions in which schools have been closed arrangements have been made with parents for the conveyance of their children to a neighbouring district and the Divisional Board makes varying payments by way of transportation allowances. In some instances payments in lieu of conveyance aid parents in providing suitable boarding accommodation for their children. In a few of the Northern Divisions some schools were kept open during the summer months. Often qualified teachers from university classes or other sources were available for these schools.

There is definite indication that a number of the teachers who served in His Majesty's Forces will return to the work in due season. However, the majority of them are contemplating high school teaching, so this will not materially relieve the shortage of teachers in the elementary grades.

(c) *Salary Levels of Teachers.*

Teachers' salaries continued to show a steady rise in all school divisions during the year. It is to be hoped that when salaries in other occupations "level-off" or decrease that teachers' schedules will remain at their present level. Only in this way can desirable types of young people be induced to enter the profession, especially does this apply to young men of good calibre.

Salary schedules vary, but in general they show minima from \$1,050 to \$1,150 and maxima from \$1,500 to \$1,650 for rural teachers. One Division has a minimum of \$1,300 while another shows a maximum of \$1,800. For intermediate and graded school teachers the minima and maxima are approximately \$1,200 to \$1,800 and for high school \$1,500 to \$2,000. Increments vary from \$50 to \$110 but the average increment is about \$75 per year. Teachers from outside Alberta and those who hold Interim Certificates and Letters of Authority usually are not allowed to reach the maximum. All schedules appear to give special consideration for teaching in graded schools while principals usually receive additional consideration to the extent of \$50 for each room, other than their own, under their jurisdiction. In School Divisions average salaries of elementary teachers are approximately \$1,420 per annum, intermediate teachers \$1,540 and high school teachers \$1,780.

The general provisions of the schedules are often supplemented by the addition of several special allowances. Some schedules provide considerations for special certificates, for teaching in rooms with large enrolments, for university training, and for other special services not otherwise covered but for which recognition may be given.

In many Divisions the Department of Education pays isolation bonuses ranging from \$50 to \$250 according to the degree of isolation applying to any particular school. The amount of the bonus for each school is arrived at by objective scoring on various applicable items.

(d) *Competence of Teachers.*

In the cities, towns and larger villages, and in divisions adjacent to larger centres, the school staffs continue to carry a full complement of well trained, competent teachers. In each division there is a varying nucleus of certificated teachers possessing the necessary qualities to enable them to work effectively in the classroom. In all, it is estimated that there are some 3,000 purposeful teachers in the province who are permanently in the profession and who are steadily improving their standing by means of in-service training and experience.

As far as the balance of the teaching body is concerned, the deterioration noted during the last few years has continued for various reasons, some of which are:

A continuous loss due to efficient people leaving the profession for other occupations including home-making and their replacement by teachers who have not been actively engaged in the profession for considerable periods; the existence of the "short-course" teacher who has not received sufficient training to cope with the possibilities and opportunities provided by the newer philosophy of education; and lastly the fact that at the present time the teaching profession does not appear to attract very many of the more competent and ambitious young people leaving high school.

In particular there appears to be a dearth of young men of vision and ability entering the profession; also a real lack of good primary teachers, principals for small schools and persons with special abilities and training in such subjects as music, art, home economics and physical training.

Quite a number of the Inspector-Superintendents show reasonable confidence that the raising of teachers' salaries and the return of normal economic conditions which should decrease the number of opportunities in other fields, will in time correct the situation by attracting sufficient numbers of desirable men and women to the profession.

C.—SCHOOL DIVISION ADMINISTRATION

There were no changes in School Divisions during the year, but the Department is establishing two new ones in 1947, one centering on Lacombe and another on Thorhild. The establishment of the Lacombe Division will affect the sizes and boundaries of the following divisions: Red Deer, Stettler, Ponoka and Rocky Mountain, while the divisions surrounding Thorhild which will be affected are: Smoky Lake, Sturgeon and Athabasca.

(a) *Financial Problems.*

During the year the Department of Education implemented a new Grants Act which will have the effect of increasing grants to those areas where the assessed valuation per operating room is below average. On the other hand it may reduce the grants to a few areas where the assessed valuation is considerably above the average assessment per room. This Act was drafted with the expectation that it would further the Government's aim to equalize educational facilities and opportunities in various parts of the province.

Due to improved financial conditions over the Province, Divisional Boards report no difficulty in meeting continually rising

budgets. The steady rise in costs is explained by increases all along the line—increased salaries, increased fuel costs, increased costs of janitor services and increased maintenance and building costs. However, there is a very definite feeling on the part of the majority of people that taxes on land have gone high enough and it is noted in several reports from the Inspector-Superintendents that the Boards are considering long term borrowing for building projects so as to keep mill-rates from going too high. Others are curtailing needed building programmes and the expansion of other worthwhile educational services in an endeavour not to raise taxes above present levels.

A few of the Inspector-Superintendents report that in their respective areas the people are willing to see taxes increased providing additional facilities and services can be provided. Last year several Divisions increased their requisitions by amounts occasioning a rise in rates from one to several mills. Indications are that many will have to do likewise next year.

It is distressing to note that in several Divisions, due to rising costs, the taxes plus the Government Grant are just sufficient to allow for a continuance of present facilities with no prospect for better buildings, improved facilities and extra equipment from year to year.

(b) Janitor Service.

The divisional boards are employing various methods for obtaining janitor services. Among these are listed the hiring of adults, of teachers and of children. Two divisions still depend entirely upon their teachers to do the work or to hire someone to do it for them. There seems to be a general dissatisfaction with the services rendered where school children are hired (and this is the case in the majority of the Divisions). Reports indicate that in general, wages are on the increase while services rendered often are not all that could be desired.

Several Boards have tried to establish uniform wage scales for janitor services, but this is difficult to do since, if no one is available at the rate set then someone must be procured above the wage scale, which results in dissatisfaction in other schools.

In the centralized schools, for the most part, full-time adult janitors are procured and this seems to be proving quite satisfactory. These janitors receive from \$75 to \$125 monthly and do not only the janitor work but in many cases the repairs as well as the redecorating. A few of the Divisions are experimenting with full-time janitor-repair men for each subdivision. The Rocky Mountain School Division is finding this type of service rather more satisfactory than the former arrangement. In this case the teacher is given five or six dollars per month to pay for lighting fires, sweeping and dusting. The balance of the work and repairs are done by the janitor-repair man on his regular rounds.

(c) Repair and Maintenance Service.

Several methods are presently employed by the various Boards to effect repairs and maintain good services but the method "non-pareil" appears to be that employed by fifty percent of the divisions; that is, for each division to have its own full-time responsible and versatile repair man, its own truck, and its own shop fitted up with

power machinery. With this set-up repairs and maintenance appear to be handled most effectively and economically, according to the reports of the Inspector-Superintendents, with only one division reporting the full-time repair man to be unsatisfactory, the reason given being the size of the division and the great distances between schools.

The repair man with a truck and shop at his disposal does major repairs, decorating or redecorating in the summer months as well as assisting in the building programme, if time permits. During the other months of the year his work varies greatly but includes emergency and minor repairs to schools and pumps, repairs to desks and other equipment, building of school van bodies, etc. There appears to be sufficient work in every division for such a man and in some divisions for a helper as well. Most of the divisions which do not at present have the above service seem to be contemplating its adoption at an early date.

Some divisions have no repair man, no truck and no shop. Others have a repair man who owns his own truck for which the division pays mileage. Still others have a repair man and shop but no truck. The Olds Division reports that it makes its own chair-desks and teachers' desks as well as study tables, chairs, etc. Another division reports that it employs a full-time building superintendent. Where there is no repair man hired, the divisional trustees are chiefly responsible for securing local help to effect repairs, do painting, etc. This appears to be a rather expensive and ineffective method, due to inability to secure materials and labour at reasonable figures.

In several divisions a definite allocation is made yearly, for repairs and maintenance, to each subdivision. The Superintendent often goes around with each trustee to each school in his subdivision and together they decide how and where the money can best be spent.

(d) *Building.*

Although great difficulty was experienced in the building programme by each division, some good work was accomplished during 1946. For instance, it is reported that over thirty one-room schools were built during the year; in general they were of an excellent type with full basement and furnace, insulated walls, hardwood floors and activity or work rooms in addition to the regular classrooms. Interiors were finished with fiber or plaster board while exteriors were of insul-brick, stucco or siding. Several schools have indoor toilet accommodation. Seven two- or three-room schools were reported to have been built, most of them fully modern buildings. Lethbridge Division reports the near completion of its McNally seven-room school and auditorium, while Lac la Biche completed a fully modern six-room school. Three dormitories and two divisional offices were built or completed during the year.

Much building was curtailed due to the shortage of materials, especially cement, hardwood flooring and nails. Also, due to the rapidly rising costs of building materials and labour, many divisions are deferring their programmes of school replacement and expansion. Some divisions have accumulated considerable building funds upon

which to draw as soon as material and labour shortages improve and prices again become reasonable.

It would appear from the reports that the divisional boards, in general, are well aware of the need for extensive building programmes in most of the areas and are quite willing to inaugurate them as soon as they feel they will receive value for their money. This means that the plans for several dormitories, several large schools for centralizations, and many smaller schools have been approved, and the implementation of such plans is awaiting only the improvement of building conditions. It is felt that material costs have increased from one to two hundred per cent during the past three years and that labour costs have risen sharply over the same period.

(e) *Libraries.*

Probably due to the organization of larger units of administration, school libraries continue to improve. According to the reports received from divisional superintendents, boards are spending from seventy-five cents to two dollars per pupil, yearly, for library books.

Several methods are currently in use to insure an adequate supply of books in the schools. Some divisions favour the establishment of basic libraries of from one to two hundred books in each school to provide easy access to reference material and supplementary reading. This service usually is augmented by additional books in the central office which are available on demand. Other boards circulate boxes of books among the schools where they are retained for stated periods before being passed along.

The commonly used method is that of providing a skeleton basic library in each school and the maintenance of a large central library at divisional headquarters or some other point situated in or near the centre of the division. Books from the latter library are sent out to schools on demand for stated periods by means of the post office which provides the service at a very low cost. In this way a wide selection of books is placed at the disposal of teachers and pupils.

Complete library catalogues are provided for the schools and books are ordered by mail or any other convenient means.

The library books provided fall into four general classes: reference books, especially for the social activity subjects; supplementary reading books to supplement regular readers and to broaden experiences in reading and literature; free reading books provided for the sheer enjoyment of the pupils, as well as to give them a "taste" for good fiction; and finally, professional books for the teaching staff.

(f) *Special Problems Relating to School Accommodation.*

The Divisions all appear to be busy tackling the problem of pupil accommodation and if material and labour had been readily available during the past few years the problem would no doubt have been more completely solved than at present. Even in spite of difficulties, several divisions report adequate accommodation for both the elementary and the high school pupils. Drumheller, Wheatland, Medicine Hat, Red Deer, Stettler and Lamont, report that their present accommodation is quite ample, although in several cases there is need for the replacement of old or outmoded buildings. Although the above divisions report sufficient accommo-

dition, over twenty report the need for more. Due to influx of population several divisions (such as Fairview and Sturgeon) find some schools greatly overcrowded. Others, like Rocky Mountain, Two Hills and Olds, have urgent need for more high school room. Some divisions report a shortage of school equipment, such as desks, whereas several feel a need for accommodation for offering special subjects, such as general shop and household science, or dramatics and physical training.

The replacement of old log buildings is imperative in some of the northern divisions. Other areas report that new buildings are needed in order to take pupils out of basement rooms or buildings such as stores, churches, etc., which are in no wise suitable for classroom instruction.

It is gratifying to note that the Bonnyville Division has built twenty-six new rooms since 1942 and that divisional boards in general are aware of their needs and plan to build as soon as conditions are more auspicious.

D.—SPECIAL SERVICES

(a) *Dormitories.*

Twenty-six divisions report dormitories in operation with four divisions operating two each. This makes a total of thirty with a gross enrolment of 1,087 for 1946. According to reports these dormitories vary greatly in almost every respect. The smallest one operating has eight resident pupils, while the largest one which is at Red Deer (operated by the Red Deer Division) accommodates ninety-one. (It appears that there should be an average enrolment of from twenty to thirty for any degree of economical operation to accrue). Some house only girls, as in the Ponoka Division, but most of them make provision for both girls and boys. The lowest cost per pupil per month reported is \$11.50, while the highest is \$20. The average cost per pupil per month in dormitories in divisions is \$15.75. A few divisions charge two rates, a basic rate for pupils of their own divisions and a slightly higher one for outsiders.

The general opinion appears to be that dormitories are fulfilling an urgent need and doing it reasonably well. The probable effect of the dormitory grant will be to give a further impetus to the operation and establishment of dormitories in the province. Nine divisions report plans for the early establishment of dormitories.

Summarizing what the Inspector-Superintendents say about dormitories, the advantages and disadvantages appear as listed below:

Advantages

- (1) They have provided quite a satisfactory solution to the high school problem in many rural areas.
- (2) They have made larger schools with better educational opportunities available to both rural and urban children.
- (3) They have provided a good social environment for children who have had to leave home to attain high school education.

Disadvantages

- (1) Sometimes suitable supervisors and matrons cannot be found.

(2) Some dormitory rules and regulations are too lax or too rigid and trouble ensues.

The consensus of opinion seems to be that dormitories are of great value and that so far the advantages far outweigh any disadvantages which have become apparent to date.

(b) *Conveyance.*

During the year, forty-seven of the divisions report the use of some form of van service to aid pupils in getting a better education than they otherwise would. The transportation services vary from one horse-drawn vehicle in one division to sixty-three motor vehicles in the Lethbridge Division. The number of children carried daily varies from only a few in certain areas to between sixty and seventy percent of the total population in some of the southern divisions. Lethbridge, Taber, Foremost, and St. Mary's River divisions all report most extensive and satisfactory conveyance organization. Others, where road and weather conditions are not so suitable, still report extensive but not quite such satisfactory service. Such divisions as Foothills, Macleod and Calgary fall into this category.

The general history of transporting pupils is the same in nearly all areas. When the plan is originated it is none too satisfactory because of lack of co-operation on the part of parents, poor road conditions, lack of suitable buses and competent drivers. However, as the project continues it becomes more and more satisfactory because parents perceive the educational advantages accruing from it. Often municipal councils improve established van routes and many boards have found that after two or three years of operation the people would not be willing to go back to the old one-room school even though the divisions wished it.

Some divisions find that it is more economical and effective to own their vans and buses, while others believe that contracts with drivers possessing their own vehicles are preferable. Others are trying some of each. Many, where the number of children on any one route is small, employ chiefly cars. Only a very few horse-drawn vehicles are left in operation in the Province.

In addition to the above, every division except one reports that it has a schedule of payments in lieu of conveyance to help parents send their children to distant schools. Such payments are usually confined to Grades I-IX inclusive, although a few divisions are also paying allowances for high school pupils. The following are the main features of the arrangements made for payments in lieu of conveyance:

(1) Graduated payments are usually based on the distance from the nearest operating school or from the closest van route. In general, payments are made when children are over three and one-half miles from the nearest school or over one and one-half miles from the nearest van route.

(2) The rates vary from six to fourteen cents per mile while in some cases a flat rate per day is paid. This often takes into account the size of the family.

(3) Many Divisions make the stipulation that suitable conveyance must be provided for the children before the grants are paid.

(4) Some Divisions pay conveyance only in special cases.

(5) In some instances allowances are made to assist parents in boarding children when they must attend school at a distance from

home. This is particularly true in the case of the Medicine Hat Division which allows grants for boarding children who have physical disabilities.

(c) *Health.*

Type of Service and Effectiveness

There seems to be a greater diversity of service rendered in the field of Health than in any other covered by this Report.

Ten divisions state that no health service of any description is being given within their boundaries. Thirteen report the services of either a divisional or district Health Nurse, while twenty-two report the operation of a Health District in a portion or all of their areas. In other divisions arrangements are made with local doctors, by the boards or municipal councils, for the immunization of school children.

In general, where a Health Unit is at hand or a Public Health Nurse employed, the services maintained are somewhat similar and consist of:

1. Immunization work.
2. Regular health inspections of school children.
3. Pre-school, and "well-baby" clinics.
4. Health education through health talks, adult education, health bulletins, etc.

Other services rendered by various divisions could be summarized as:

1. Providing school children with vitamin capsules (sixteen divisions report this service). In some cases these capsules are supplied to pre-school children also.
2. Mental Hygiene Clinics (three divisions give this service).
3. Medicine Hat Division reports that it provides a complete physical examination for every child each year. It also reports that any child who requires glasses may obtain them from certain designated optometrists at a standard fee of six dollars (the division makes up the difference).
4. Practically all divisions supply first aid kits for every school.

The feeling seems to be quite general that where a Health District is functioning, or a Nurse provided, very good service is being given with valuable results accruing.

Every indication would seem to point to the early extension of present health facilities or to the initiation of such services as soon as personnel and equipment are available. Five divisions are hoping to have Health District benefits available soon, while five others are expecting to secure the service of a District Nurse in the near future.

(d) *Pupil Supplies.*

Over one-half of the divisions in the Province provided a wide range of supplies free to their pupils in 1946. Others sold such supplies to their students at cost, through the intermediary of the teacher. The usual practice is to purchase supplies in large quantities by tender (thus effecting a substantial saving) during the spring months so that materials are on hand in time to parcel before the fall term. The needs of each school are determined from a form

received at the end of June. The teacher is responsible for the distribution and care of the supplies, also for the collection of money from the pupils for supplies sold at cost. Two divisions have discontinued the practice of supplying goods free to pupils. The reason seems to be that the children do not appear to appreciate the value of the goods given to them. One division enumerates over two hundred articles on its list of free supplies, while the list in several divisions ranges well over one hundred items. Where a wider range of pupil supplies is provided free, the cost per pupil per year ranges from one to two dollars depending upon the variety involved. The general plan seems to be to give each pupil a certain quota. If and when this is used up he has to supply his own.

Two divisions supply free text-books to pupils, while another one rents text-books at a nominal fee each year. Several divisions supply text-books at cost, but there are still many areas where children purchase books at local stores. Some saving could be effected, however, through the division supplying them at cost.

(e) *Lunches.*

This year over 50 per cent of the divisions in the province gave material aid to a school lunch programme. This aid varied from minor assistance, such as providing ingredients and utensils for a hot supplement to the pupil's lunch, to very major assistance in the provision of such requisites as cook-stoves, which was done in over 50 per cent of the Red Deer Division schools. From the reports it appears that about 45 per cent of all schools, in the divisions where some assistance is given, are providing something hot for the pupils at noon. Where local Home and School Associations are functioning they often find a hot lunch programme a very challenging project. Sometimes it makes an excellent practical problem for Household Science classes, as at Stony Plain.

The form of hot food to supplement the pupil's own cold lunch varies from cocoa and soup to baked potatoes, stew, and macaroni and cheese. The majority of schools have just soup or cocoa, but wherever even this is tried the same result is noted; that is, the children eat more of their cold lunch as well as having the added nourishment of the cocoa or soup. Many of the nurses are giving valuable guidance and assistance in the development of simple but more effective school lunch programmes. Several divisions provide the sugar and cocoa, or soup, but in most areas it is left to local effort. The Foremost Division gives a grant of \$20 to each rural school and \$50 to each graded school if the people of the district or the teachers will oversee the preparation and serving of something hot during the winter months.

E.—INSPECTION AND SUPERVISION

I. *Elementary Schools—Critical Examination of the Activity and Discussion Group Technique.*

The Inspector-Superintendents seem to agree that the activity programme and discussion group technique is the method par excellence when it can be employed under ideal conditions. These conditions consist of: competent, well-trained, imaginative, dynamic teachers; adequate facilities; and reasonably small classes. However, as these three requisites are seldom found in combination in our rural schools the results are not as satisfactory as they other-

wise would be. Nevertheless, the men agree that under competent teachers the results of socialized methods of instruction are reasonably effective in producing pupils with initiative and confidence, having good attitudes toward their own responsibility as school citizens and as members of the community. It is felt that these attitudes are vital in the development of citizens for democratic living. Not only that, but they find a vitalization in their studies and an interest in everyday matters which make for great motivation through the entire school life of the child.

Unfortunately, today results obtained in the average rural school do not show such excellence. In fact, due to the deterioration in teaching personnel, the results are of doubtful value in many schools. It is felt, however, that this is not caused by any inherent weakness in the philosophy or objectives of the present course of studies but rather is an outcome of an abnormal condition in teacher supply which will not continue.

The Inspector-Superintendents seem to be in general unanimity regarding a revision of the present course. The following analysis would sum up their respective views:

1. The present course is basically sound so no drastic revision should be attempted at present.
2. Any revision should consist of clarifying and perhaps simplifying aims and objectives already stated, as well as making the course itself more specific without becoming too prescriptive.
3. More explicit outlines should be provided with more definite directions concerning methods to be used in skill subjects.
4. Sample outlines might be included (or printed separately) showing how enterprises could be initiated; methods of organization of material with suitable types of activities; as well as points where integration between social activity and skill subjects could easily be effected.
5. Bulletins and directives of simple form might be printed to help the teacher. This is especially true with regard to a study of our own Province.
6. The revision should be such that it will provide more definite direction to less competent teachers without sacrificing the flexibility of the present programme in the hands of the more efficient ones.
7. There is some feeling that the proper grouping for enterprise work in the elementary school is Grades I and II, Grades III and IV, and Grades V and VI.
8. There is general agreement that Canadian Geography and History along with stories of its heroes should be much more thoroughly, systematically and vividly presented than at present.

II. *Intermediate Schools.*

(a) *Effectiveness of Instruction.*

The examination subjects (English, Social Studies, Mathematics and General Science) are receiving much stress in the intermediate grades. One Inspector-Superintendent reports that Grade IX receives much more attention than Grades VII and VIII due to the

"examination-complex" but this criticism is not common over the Province. Results seem to vary considerably, but in general the average on the departmental examinations in rural and village schools is not far below that for the Province as a whole. It is generally agreed that in the intermediate grades more stress should be placed upon discriminatory reading so that young people might develop some facility in reading intelligently so they will not be easily deceived by fine words and phrases.

The optional subjects often seem to be regarded as non-essential by both pupils and teachers. It seems regrettable that this attitude has become rather prevalent because the real values derived from school life are greatly enhanced by the content to be found in some of the optional subjects whose value is being greatly underestimated by many. A noticeable improvement is apparent in the Community Economics course since the Department sent out the recent bulletin. It is unfortunate that in many of the smaller schools the word "option" is almost a misnomer since the sampling of subjects is so meagre that there is very little choice left to the child. However, in the larger schools, where specialists are available to teach the options and where children are free to choose from several, the results are good and the aims of the curriculum are being realized.

(b) *The Suitability of the Present Programme in the Intermediate School.*

Here there is great unanimity of opinion. Practically all reports advise that the present programme is quite suitable and that no immediate revision is needed. In general, two or three recommendations were made. These were:

1. That the department make Remedial English a more specific part of the course and that new Language books be authorized.
2. That the department add Bulletins in Science and Health to its present list.
3. That, since many of our boys and girls do not proceed beyond Grade IX, it might be advisable to experiment with a course in Vocations and Guidance at this level.

III. *High Schools.*

(a) *High School Arrangements for Divisional Pupils.*

Many of the divisions are doing excellent work in providing their rural children with the opportunity for high school training. Four divisions (Red Deer Valley, E. I. D., Bow Valley, and Lethbridge) report that high school is readily available to every child in the area. Three more (St. Mary's River, Vegreville, and Macleod) claim that this privilege is easily accessible to over 90 per cent of their children. These are gratifying statements, indeed. On the other hand, some divisions have only begun to make high school available to the girls and boys. But all are working at the problem and solving it by one or more of the following means:

1. The provision of greater high school facilities than ever before. Not all high schools operated directly by Divisional Boards were reported but those that were are listed below:

Senior Rooms (including Grade X or XI, or both)	119
One-room high schools	65
Two-room high schools	49
Three-room high schools	8
Four or more rooms	6

(One is a ten-room high school).

2. Conveyances to take the children to high schools.
3. Dormitories to provide inexpensive living accommodation.
4. Agreements with towns or city schools to take divisional pupils. Camrose reports this type of service. Payments of tuition for scholars in schools outside the divisions vary all the way from a low of \$1.00 per credit (or \$35 per year) by many divisions, to \$110 per year by the Calgary Division.
5. Payment of correspondence tuition for those who wish to study through correspondence courses.
6. Special arrangements:

The Foremost Division reports that it pays \$10 per child per month plus tuition fees for rural children who attend recognized high schools. High Prairie Division pays a subsistence allowance of fifty cents per day for each day a pupil is away from home to attend an accredited high school.

Strawberry Division pays high school pupils fifty cents a day if they attend a school over five miles from home.

(b) *Prospects for the Future.*

The prospects for the future are good because division after division is planning the inauguration or expansion of some or all of the facilities mentioned above.

The Drumheller Division reports that high school facilities will be available to every boy and girl within its area next year. Six divisions are planning to build large high schools as soon as building materials are available. Eight are planning to build dormitories, while two have plans under way for the extension of their bus services for high school pupils. Six other divisions are expecting inclusions of towns to be effected in the near future and are awaiting developments before proceeding with plans for high school facilities. On January 1, 1947, Leduc and Fort Saskatchewan are being included in the Clover Bar Division. This will provide high school opportunities for nearly all pupils in that division.

(c) *The Small High School.*

The Inspector-Superintendents report that there are one hundred ninety-nine small high schools in operation at present in the several divisions. Some areas report none, while others report as many as sixteen. It appears that the small high school is performing a useful service and will continue to do so for many years in certain divisions.

Several advantages and disadvantages are enumerated by the reports and in summary are given below:

Advantages of Small High School.

1. Most pupils are able to go home every evening where their services are often needed and where they are under parental influence.

2. There is a personal touch found in the small school which is lacking in larger schools.
3. It is less expensive to parents.
4. Many attend who otherwise would leave school at the end of Grade VIII or IX.

Disadvantages.

1. They can offer only a limited programme.
2. They often lack competent, well-trained teachers.
3. They provide but a narrow social and cultural experience.

The reports further indicate that at present it would seem advisable to proceed cautiously in any move to further curtail the offerings in small high schools, although the regulation restricting Grade XI subjects in senior rooms has met with general favour. The whole question seems to be not one of comparison between the small and large high school but rather (for hundreds of girls and boys over the Province) one of the small high school or none at all. However, it should also be noted that the limited choice of subjects of the small high school is also responsible for excluding numbers of potential students.

(d) Factors Affecting High School Service.

Practically all factors listed were those which would militate against any great expansion of high school work in the near future. They are given below:

1. The first one listed by many of the Inspector-Superintendents was that of the lethargy or even open opposition on the part of some parents to their children attending high school.
2. In many areas the electors do not favour increased taxation for the improvement of high school facilities.
3. Lack of funds to provide good high school facilities, teachers, and equipment.
4. Lack of adequately trained, competent teachers.
5. Lack of living accommodation through dormitories or board and room in towns.
6. High cost of board and room at present.
7. High wages paid to young people for services of various kinds which entice them away from school.
8. The lack of facilities and accommodation in existing schools, especially for teaching those subjects which appeal to young people; e.g., such courses as general shop, household economics, agricultural options, commercial options, etc.
9. Adverse winter weather and poor road conditions in many areas.

In spite of all these factors, six divisions report a substantial increase in their high school facilities and population over the previous year, while many others are planning for appreciable expansion in 1947.

IV. Conventions, Institutes, Teachers' Meetings.

(a) Appraisal of Major Conventions.

Opinions on the part of superintendents vary greatly with regard to the value of the major conventions in directing and assisting

teachers. Most of them agree, however, that they could use to advantage more time than they were allotted for the discussion of common problems. Most of them also agree that it gives them an opportunity to meet their teachers, to answer many questions and to settle various little perplexing problems which otherwise might necessitate a visit to the teacher concerned.

(b) *Other Teachers' Gatherings.*

Several other teachers' gatherings were held in various areas during the year. Several local divisional conventions were held. These were reported as being more practical and helpful than large conventions but, of course, lacked the inspirational and educational opportunities afforded by hearing the outstanding speakers usually provided by the major conventions.

Seventy-nine teacher institutes were reported in seventeen different divisions. These were reported as being most useful in the direction of teachers, in the discussion of common problems, and for planning co-ordinated teaching or testing programmes throughout a whole division. They also served a useful purpose for the planning of festivals, track meets and other activities.

Several divisions report that at the A.T.A. sub-local meetings the superintendents are often asked or given the opportunity to discuss educational problems. Besides this, most of the sub-locals plan talks or discussions on educational themes for the majority of their meetings.

Principals' meetings were held in ten divisions. They were devoted chiefly to the discussion of divisional and professional matters which the principals in turn discussed later with their respective staffs.

V. *Auxiliary Supervisory Procedures.*

The Inspector-Superintendents report the following means being employed to improve the quality of instruction:

1. Supervisory visits—to answer questions, give direction and gain some insight into the capability of the teacher. In general, these are carried out chiefly in September and October or whenever a new teacher assumes the responsibility of a school.
2. Regular bulletins to teachers—practically every superintendent in the Province uses this method to give direction to his teachers, to give information and to suggest modern ideas in teaching.
3. Special bulletins—many of the superintendents report putting out special bulletins dealing with particular subjects, phases of work, or particular themes.
4. Enterprise outlines and record sheets to aid in a more unified and complete programme from year to year.
5. Personal interviews or letters—where teachers have particular problems about which they feel free to write or interview the superintendents.
6. Teacher advisors—Camrose, Peace River, Rocky Mountain and Drumheller divisions report the employment of full- or part-time teacher advisors who help weak teachers or beginning teachers with their work. Two divisions—St. Paul and

Vermilion—report the use of a similar plan for correspondence centres. Sturgeon division reports the availability of a specialist in Mental Hygiene to help teachers with psychological problems.

7. Inter-school visitation of teachers—a few divisions arrange for weaker teachers to visit the rooms of more experienced ones to observe their techniques.
8. Professional books and magazines—nearly all divisions report having a professional library for the use of their teachers.
9. Testing programmes—several divisions report well organized testing programmes of various types to aid teachers in their teaching or remedial programmes.

VI. *Discipline and Control.*

A few of the Inspector-Superintendents report some deterioration in pupil control but in general the consensus of opinion is that there is no marked or serious lack of discipline noticeable at present. Classroom control, where well-trained, capable teachers are employed, is generally well maintained through positive teaching measures. Where some deterioration is reported it appears to be attributable variously to: (a) irregular operation of schools; (b) immaturity of teachers; (c) failure on the part of teachers to plan adequately, to supervise playground activities, to understand children or to attack their teaching assignment with imagination and energy. The failure of other institutions (including the home) to co-operate in a positive and consistent policy of control is also a potent factor. There does seem to be some degree of deterioration definitely attributable to the outspoken criticism of parents regarding the quality of teaching or supervision (in Correspondence Centres) found in our schools today. In general, more difficulty is experienced with discipline in the Correspondence Centres than in regularly organized schools.

F.—INCLUSION OF TOWNS AND VILLAGES

(a) *Have Inclusions to Date Been Beneficial?*

Since the inauguration of school divisions twenty-two town districts, forty-nine village districts and seventeen consolidated districts have been included in school divisions by mutual agreement of the division and district involved. The reports indicate that these inclusions have been successful in almost every case and have proven beneficial to both the division and the district. The following benefits appear to accrue in the majority of cases:

1. They inevitably lead to larger schools with improved facilities from which both parties benefit.
2. They make high school service available for children in the surrounding rural areas.
3. More supervision is usually given and a greater continuity of programme effected.
4. Higher salaries are usually paid, so teachers are more content and better teachers are attracted.
5. A policy of centralization can be undertaken with more assurance on the part of the divisional board.
6. Provision for such subjects as Shop, Home Economics and Typing is often made.

7. High school education for divisional pupils is materially improved by market roads facilitating conveyance of pupils, or by towns providing suitable locations for dormitories.

The only disadvantage seems to be that of a slightly higher mill rate, but this is more than offset by the improved educational services rendered.

(b) *Are Further Inclusions Indicated and Desirable?*

Reports from the Inspector-Superintendents reveal that they feel inclusions would be desirable in fifty cases. Only four divisions report that no further centralizations are needed. It would appear that at least ten or eleven inclusions will be completed in 1947. Some of these are complete and will become effective January 1, while others will require further negotiation.

G.—MISCELLANEOUS

(a) *Other Significant Developments in the Inspectorates.*

Many and varied are the significant developments mentioned by the Inspector-Superintendents, but they might be classified under various headings such as:

1. *Visual Aids*—Medicine Hat, Olds and Rocky Mountain Divisions report the purchase of sound projectors, while Red Deer reports a contract with the National Film Board for regular showings in some of its schools. This arrangement seems to have a few drawbacks but in general is proving valuable.
2. *Scholarships*—Several divisions report the continuance or increase in the scholarships offered in their areas. Red Deer, for instance, announced substantial increases in divisional scholarships which have been further augmented by awards from the Home and School Association and the Lions' Club. Four divisional boards are offering substantial scholarships to capable, resident high school matriculants who will take courses in the Faculty of Education and join the divisional staffs on graduation.
3. *Miscellaneous*—Several divisions report the successful organization of such activities as School Festivals, Sports' Days, Track Meets, and Achievement Days. These are worthy projects making for greater interest and higher morale among students and teachers alike. A few divisional superintendents feel that their people are becoming increasingly education and health conscious. Parents seem to be more interested in better educational facilities and opportunities for their children, at the same time giving more active co-operation to the nurse in her immunization and health programme. The High Prairie Division reports the organization of a Community Centre at High Prairie and the holding of a Community Life Conference at Joussard. The latter was organized under the direction of the University Department of Extension and appears to have been a great success with 325 people attending. Home and School Associations are gaining in number and influence over the province. They should exert a beneficial influence in causing the public to give more thought to educational problems.

(b) *Problems Not Otherwise Included.*

The problems mentioned in this section were so diverse that it is difficult to group them, so a summary of the more serious or unusual ones is given below:

1. The problems of teacher supply, living conditions and salary were mentioned most frequently.
2. How to finance necessary increases in teachers' salaries, building programmes including centralizations and improved educational facilities seemed to be the next most evident problem.
3. Ways and means of effecting inclusions of towns on an equitable basis, where the same would prove advantageous, also seems to cause some concern among the inspector-superintendents.
4. The provision of buses which meet Highway Traffic Board Regulations appears to be difficult at present. There is also some concern over the distance which some children are transported. One report suggests that the Department might be well advised to limit the distance which any child might be asked to ride in a school bus. Others ask for special help in the construction and maintenance of roads used for bus routes.
5. Several of the reports stress the need for greater co-operation between local and divisional boards.

(c) *Electrification.*

Since the rural electrification programme was initiated in the Olds area the Divisional Board has wired several of its schools. This tends to make them more useful as community centres.

REPORT OF INSPECTORS OF HIGH SCHOOLS

(Consolidated by H. C. SWEET, B.A., Inspector of High Schools)

Although the shortage of teachers for the schools, as a whole, in the Province has become more pronounced, the number of operating high school classrooms again has increased, from a total of 892 in the previous school year to a total of 939 in the December term of 1946. These totals include secondary classrooms in private schools, which increased from 78 in 1945 to 83 in 1946. The tabulations which appear below indicate that there has been an increase again in the number of operating classrooms and teachers in the high schools of four or more rooms or departments, including the city high schools. The increase in the number of classrooms in one-room, two-room and three-room high schools has been very slight.

There has been an encouraging increase in the number of teachers who have qualified for the Senior High School Diploma and High School Teacher's Certificate. The number holding the Junior High School Certificate shows an increase. The number of teachers holding First Class Certificates without University degrees shows a slight decrease. Many of the teachers who have this qualification have standing in university degree courses and have continued with extra-mural and Summer Session courses, mainly those

for credit toward the degree of Bachelor of Education. The increase of 42 classrooms in urban and non-urban high schools (not including private secondary schools) is balanced by increases in the number of teachers in high schools who have the Elementary and Intermediate School Certificate or qualifications lower than the First Class Certificate. This latter group is engaged mainly in teaching the work of Grades IX and X, often in two-room high schools, though several have, now, letters of authority for teaching senior units corresponding to those which the teacher has taken at the University in regular or summer sessions.

There are classrooms in which the quality of instruction leaves much to be desired. This is particularly true in some cases where a teacher with an Elementary and Intermediate School Certificate has been secured to fill a gap in the High School staff. In the Southern Alberta High School Inspectorate there are 31 centres in which a teacher is giving instruction in one or more subject-units beyond the scope of his or her original certification. In the Central Alberta Inspectorate a shortage of qualified lady high-school assistant teachers is noted, with about 75 per cent of the two-room high schools in charge of two men.

The situation with regard to supply of well qualified high school teachers has been affected favourably by the return to teaching of a number of teachers who had been for three or more years with the Armed Services. Almost all of this group had done additional University work just prior to returning to teaching. The number in this group has not been as large as might have been anticipated, but further additions to the high school teaching staff in the Province are in prospect when a number now taking courses at the Faculty of Education return to teaching.

(a) *Equipment, Accommodation and Organization of High Schools.*

School boards are responding quite well to the demands of a modern high school programme. Considerable delay will be experienced in the erection of urgently needed school buildings, for which plans have been made, owing to shortage of materials and present high costs of construction. There have been many substantial gains in the high school situation. Many schools with inadequate classroom or laboratory accommodation have reached this stage, because of the numbers of pupils who are being transported to school from rural areas where their predecessors customarily took a limited high school course in a small school.

Time and more nearly normal building conditions will be necessary before proper adjustments can be made to meet this situation.

The effort of the boards of trustees of the school divisions to accomplish improvement in classroom accommodation and to add materially to the equipment of the centralized high schools is well maintained. Examples of such progress are to be found in the new school buildings at Lac La Biche, Derwent and High Prairie. Laboratory equipment for Chemistry, Physics and Biology is reasonably adequate, especially in the case of supplies for Chemistry. It is now the established custom for library provision of reference reading, for Social Studies at least, to be quite extensive in each school. The newly authorized books for Social Studies were extensively purchased in the early part of the new school year. The issues of the "Classroom Bulletin on Social Studies," from the

Department of Education, have been appreciated and have been of very definite assistance to the teachers during the year.

The number of schools which are now equipped with sound-film projectors is steadily increasing. Sixty-five or more of the high schools now have such equipment, while more than 35 have silent motion-picture projectors. The radio programmes sponsored by the Department of Education are now widely listened to in the high school classrooms. Teachers are agreed that the service of the Audio-Visual Aids Branch of the Department of Education is most desirable. Many schools are, commendably, planning upon appropriate uses of the sound-film projectors to such an extent as to overlook the value of the less expensive film-strip projector, which is found to be a very effective teaching aid. Several of the School Divisions operate their projectors on a circuit basis, one machine serving several schools in turn. The circuits of the National Film Board now include a growing number of showings in schools, or for the benefit of school audiences in the evening.

At the first of the new school year, in September, copies of the new and revised High School Regulations were mailed to each high school principal. The provision that programmes for individual students in the smaller schools might include all the subjects for a full year's high school work became effective. In almost all of the schools affected, the number of credits for units taken by First Year students showed an increase, from 30 or slightly less in the previous year to totals of 33, 34 or 35 credits for an individual student.

At the opening of the new school year, each high school principal forwards to the Inspector the prescribed Forms A and B or organization cards, outlining the programme of instruction for the school for the year. This is accompanied by a copy of the proposed timetable for the particular school. These forms, in the main, are complete when they reach the Inspector, but in a substantial number of cases, details with regard to the extent of the programme, the way in which it works out for individual students, and with respect to time-allotment for subjects, require attention, to a minor extent by visits but mainly by correspondence in the early part of the school year.

The number of classrooms under the jurisdiction of the High School Inspectors, with the corresponding figures for 1945 are:

	1945	1946
(a) Edmonton, Calgary, Lethbridge and Medicine Hat	256	272
(b) Other centres, schools of:		
One room	99	103
Two rooms	186	190
Three rooms	108	108
Four or more rooms	165	183
(c) Private secondary schools	78	83
Total	892	939

During the year the High School Inspectors made a total of 465 inspections. A general report covering the accommodation, equipment and organization of each school is made following the visits to the schools. Copies of the reports are sent to the teacher or principal, to the School Board and to the Department of Education.

The distribution of the inspectors' time among their several types of duties is shown as follows:

DEPARTMENT OF EDUCATION

AVERAGE TIME SPENT IN DIFFERENT TYPES OF DUTIES

	Average No. Days
Inspection	76
Investigation and meetings in school districts	3
Travelling	16
Reports and Correspondence	39
Clerical and other work re authorization of High School programmes	36
Examinations	41
Postgraduate studies	4
Special duties assigned by the Department including work in connection with the Curriculum	35
Committee meetings	18
Conventions	9
Total	277

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS (TOTALS)

(a) By train or bus	21,618
(b) By car	10,348
(c) By other means, including with other inspectors	1,788
Total	33,754

(b) *Qualifications of Teachers.*

The following table shows the qualifications of the high school teachers in the publicly supported schools, with the corresponding numbers of teachers in each group for the previous year.

NON-URBAN

Teachers holding:

1. Bachelor's or higher degree:	1945-46	1946-47
(a) With High School Certificate	105	122
(b) With Academic or First Class Certificate	163	153
2. First Class Certificate without degree	227	225
3. Junior High School Certificate	17	21
4. Elementary and Intermediate School Certificate	43	54
5. Second Class Certificate or Letter of Authority	3	9
Totals	558	584

EDMONTON, CALGARY, LETHBRIDGE, MEDICINE HAT

Teachers holding:

1. Bachelor's or higher degree:		
(a) With High School Teacher's Certificate	33	50
(b) With Academic or First Class Certificate	176	178
2. First Class Certificate without degree	27	22
3. Vocational Certificate	16	10
4. Junior High School Certificate		4
5. Elementary and Intermediate School Certificate	4	7
6. Second Class Certificate (Grades IX, X)		1
Totals	256	272
Totals, Non-Urban and Urban	814	856

(c) *Choice of Subjects in Non-Urban High Schools.*

In the fall of 1944, definite suggestion was made to the principals to the effect that Algebra 1 and Chemistry 1 should be among the mathematical and science units to be included in the programmes for the school year 1944-45. The following years there was, consequently, a general choice of Geometry 1 and Physics 1. The choices this year are shown below. The plan for fairly uniform alternation of these units has a value in conserving teaching time, in making possible the inclusion in school programmes of additional General Electives to be taught in the additional available time, and in facilitating the transfer of students from one school to another.

CHOICES OF ACADEMIC ELECTIVES IN NON-URBAN HIGH SCHOOLS

Number of Schools offering, in school year 1946-47:

Algebra 1	251	Latin 1	43
Geometry 1	59	French 1	187
Chemistry 1	249	German 1	

The following General Electives were taught to an increased number of classes in comparison with the previous year: Typewriting 1a, Biology 1, Vocations and Guidance, Farm and Home Mechanics 2, Home Economics 2, Survey of English Literature, Farm and Home Mechanics 3 (a new unit).

The following table shows the numbers of schools offering the respective general electives:

Bookkeeping 1a	75	Physical Education 2	8
Stenography 1a	10	Health 2	40
Typewriting 1a	123	Art 2	1
Music 1	70	Music 2	6
Art 1	91	Dramatics 2	
Dramatics 1	55	General Mathematics 2	4
General Mathematics 1a	117	General Science 2	1
General Mathematics 1	73	Farm and Home Mechanics	55
General Science 1	20	Home Economics 2	47
Biology 1	150	Law 1	39
Geology 1	94	Psychology 1	83
Farm and Home Mechanics 1	81	Sociology 1	70
Home Economics 1	70	Survey of English Literature	56
Drafting 1	2	Economics 1	29
Needlework 1	18	Creative Writing	6
Vocations and Guidance	95	Farm and Home Mechanics 3	5

(d) *Supervision and Quality of Instructions; Conventions.*

At the first of the new school year, in September, the newly revised High School Bulletins, Nos 1-9 were supplied to all high schools. New text-books were introduced for Reading and Literature, in Social Studies and Economics. In the new Bulletins, ways and means of implementing the principle "Every teacher is a teacher of English" were outlined in definite ways.

For Free Reading several methods are used in the schools to provide the needed books. In a few cases organizations outside of the school provide books as one of their yearly projects. In some cases the School Boards provide all of the books required. In many instances the students pay an annual fee, which may or may not be matched by a similar amount from the Board; the total fund is then used for book purchases for school or classroom libraries. (This plan is in frequent use for both Free Reading and Social Studies reference book purchases). In other cases students buy different books and exchange among themselves. In general, the students have access to a satisfactory library of Free Reading and Social Studies reference books.

The outlines in Social Studies are accompanied by definite suggestions covering objectives, procedures and appropriate activities. The tendency of teachers of Social Studies to develop interest in and understanding of current history is very favourably evident, on the whole. There is a readiness on the part of teachers and pupils to do the type of project and problem work which is involved in the themes of the revised outlines for these courses.

With respect to laboratory work it is found that in some schools the Science courses are not being made sufficiently practical. Some of the reasons for this can be overcome. Some classes are too large to be accommodated in available laboratory facilities during a class period, and consequently all experiments are demonstrated, usually by the instructor, rather than their being performed by the students.

In some cases difficulty has been experienced in obtaining the needed apparatus and chemicals. A few teachers still prefer to teach a Science course from the text-book without demonstrations of any kind. There are too few who realize the value of giving Intermediate students access to the laboratory.

With respect to Mathematics, it may be said that a fairly uniform pattern of instruction exists. Class time is devoted chiefly to pupils' difficulties arising out of their lesson assignments. Differences in instruction depend chiefly upon the personalities of the teachers, and upon the extent to which they are willing and able to develop the reasoning faculties of students as new mathematical concepts are presented.

Biology and Geology are favored as Science options. Most schools now have microscopes and slides but these courses continue to be predominantly academic. The numbers of classes in Art, Dramatics and Music are not as large as they should be. The number of teachers who have made special preparation for the teaching of French is gratifying. While one of the main objectives of the courses in French is to give students a "reading" knowledge of the language, considerable numbers of students now have a favourable opportunity to develop a speaking ability with an accompanying increase in their zest for and appreciation of the course.

Typewriting is a favourable optional unit, in which instruction and the setting up of good standards in practice, appear to be quite effective. Where they are offered, Farm and Home Mechanics and Home Economics are preferred options. Cadet Training is successfully carried on in 80 of the non-urban high schools.

The fall conventions offer a valuable opportunity for the High School Inspectors to render assistance to principals and teachers by consultation, by guiding discussions in the group meetings and by speaking on appropriate topics as part of the programmes. Conventions in which one or more of the High School Inspectors took these opportunities were those at Bonnyville, Calgary, Camrose, Coronation, Edmonton (two conventions), Lethbridge, Red Deer, Vermilion and Wainwright. The discussions of teaching and administrative problems were mutually beneficial to both teachers and inspectors. The value of such meetings will be enhanced when they are made clearing houses for group projects that have been studied and carried on during the year.

(e) *Commercial Departments.*

Number of Classrooms:

- | | |
|--|----|
| (a) Classrooms in which teachers are engaged in teaching Commercial subjects, on a full-time basis, in city high schools (Edmonton, Calgary, Lethbridge, Medicine Hat, Red Deer, Drumheller, Wetaskiwin) | 22 |
| (b) Classrooms in which teachers are engaged in teaching Commercial subjects, on a full-time basis (or on almost a full-time basis) in town schools | 5 |

Total	27
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Classrooms in which teachers are engaged in teaching Commercial subjects during part of each school day:

- | | |
|--|----|
| (a) In city high schools | 10 |
| (b) In town schools (50% or more of teacher's time devoted to Commercial work) | 3 |
| (c) In schools where one teacher devotes less than 50% of his or her time to Commercial work | 6 |

Total	19
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Private Secondary Schools:

(a) Classrooms in which the teacher is engaged in teaching Commercial subjects on a full-time basis (Camrose Lutheran College)	1
(b) Classrooms in which the teachers conduct Commercial classes during part of each school day	3
Total	4

NOTE: Above numbers of classrooms do not include instruction in the General Electives: Bookkeeping 1a, Stenography 1a, Typewriting 1a.

Teachers' Qualifications:

(a) Bachelor of Commerce degree, First Class or High School Teacher's Certificate and Advanced Commercial Certificate	7
(b) Degree (other than Bachelor of Commerce), First Class or High School Teacher's Certificate and Senior Certificate in Commercial Subjects	11
(c) Degree, Alberta Teacher's Certificate and Senior Special Certificate in Commercial units taught	6
(d) First Class Certificate and necessary special qualifications in Commercial units taught	20
(e) Other qualifications:	
Special Vocational Certificate	1
Elementary and Intermediate School Certificate and special Certificate in Commercial unit taught	1
Total	46

Private Secondary Schools:

(a) Degree, First Class Certificate and Advanced Commercial Certificate	1
(b) First Class Certificate and special Qualifications in Commercial units taught	2
(c) Elementary and Intermediate, School Certificate and Special Certificate in Commercial unit taught	1
Total	4

The programmes of instruction in Commercial High School subjects vary from the complete selections of these units in the two large Commercial High Schools (McDougall-Commercial High School, Edmonton; Western Canada High School Commercial Department, Calgary) to the limited selections in the smaller high schools. The following tabulation covers the programmes of High School Commercial subjects in the schools where these are taught:

EDMONTON:

McDougall-Commercial High School:

Bookkeeping 1	Bookkeeping 2	Bookkeeping 3
Stenography 1	Stenography 2	Secretarial Training 1
Typewriting 1	Typewriting 2	Office Practice 1
	Office Practice 2	

Strathcona High School:

Bookkeeping 1	Bookkeeping 2	Stenography 1
Stenography 2	Typewriting 1	Typewriting 2

St. Mary's (Girls') High School:

Bookkeeping 1	Stenography 1	Stenography 2
Typewriting 1	Typewriting 2	Office Practice 1

Victoria High School:

Bookkeeping 1	Stenography 2	Typewriting 1
Typewriting 2		

St. Joseph's (Boys') High School:

Typewriting 1	Typewriting 2	Office Practice 1
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University High School:

Typewriting 1	Typewriting 2	
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CALGARY:

Western Canada High School:

Bookkeeping 1	Bookkeeping 2	Business Machines 1
Stenography 1	Stenography 2	Secretarial Training 1
Typewriting 1	Typewriting 2	Office Practice 1
Office Practice 2		

St. Mary's (Girls') High School:

Stenography 1	Typewriting 1	
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Lethbridge Collegiate Institute:

Bookkeeping 1	Bookkeeping 2	Secretarial Training 1
Stenography 1	Stenography 2	Office Practice 2
Typewriting 1	Typewriting 2	Office Practice 1

Alexandra High School, Medicine Hat:

Bookkeeping 1	Bookkeeping 2	Secretarial Training 1
Stenography 1	Stenography 2	Office Practice 2
Typewriting 1	Typewriting 2	

Red Deer:		
Bookkeeping 1	Bookkeeping 2	Stenography 1
Stenography 2	Typewriting 1	Typewriting 2
Office Practice 1		
Vermilion:		
Bookkeeping 1	Stenography 1	Stenography 2
Secretarial Training 1	Typewriting 1	Typewriting 2
Office Practice 1		
Camrose:		
Bookkeeping 1	Stenography 1	Stenography 2
Typewriting 1	Typewriting 2	Office Practice 1
Lacombe:		
Bookkeeping 1	Typewriting 1	Typewriting 2
Stenography 1	Bookkeeping 3	Office Practice 1
Wetaskiwin:		
Bookkeeping 1	Bookkeeping 2	Stenography 1
Stenography 2	Typewriting 1	Typewriting 2
Drumheller:		
Bookkeeping 1	Stenography 1	Stenography 2
Typewriting 1	Typewriting 2	
Vegreville:		
Bookkeeping 1	Typewriting 1	Typewriting 2
Stenography 1	Office Practice 1	
Wainwright R. C. Separate High School:		
Stenography 1	Bookkeeping 2	Typewriting 1
Typewriting 2		
Three Hills:		
Bookkeeping 1	Typewriting 1	Typewriting 2
Office Practice 2		
Edson:		
Typewriting 1	Typewriting 2	
Grande Prairie:		
Bookkeeping 1	Stenography 1	
High Prairie:		
Bookkeeping 1	Typewriting 1	
Peace River:		
Typewriting 1	Typewriting 2	
Wainwright High School:		
Stenography 1	Typewriting 1	
Private Secondary Schools:		
Camrose Lutheran College:		
Bookkeeping 1	Bookkeeping 2	Stenography 1
Stenography 2	Typewriting 1	Typewriting 2
Office Practice 1		
Mount Royal College, Calgary:		
Bookkeeping 1	Typewriting 1	
Assumption Convent, Edmonton:		
Typewriting 1	Office Practice 1	
Alberta College, Edmonton:		
Typewriting 1		

REPORT OF DIRECTOR OF SCHOOL ADMINISTRATION

H.E. BALFOUR

General.

This report combines those made by the following heads of branches:

J. F. Swan—Assistant in Administration (and Departmental Secretary).

A. P. Wilson—Manager, Grants Branch.

A. T. Scoffield—Manager, Debenture Branch.

C. G. Jewers—Manager, Buildings Branch.

A. B. Wetter—Field Administrative Officer.

Mr. J. F. Swan, in addition to his duties as Secretary of the Department, prepares orders requiring the Minister's signature, and attends to problems involved in organization of School Districts, transfers of land, borrowings, contracts and agreements concerning conveyances.

Mr. A. P. Wilson is in charge of the grants payable to school authorities and the correspondence involved.

Mr. A. T. Scofield advises Trustee Boards and Investment Firms regarding debenture issues for capital expenditures and, when desired, assists in the actual sale of debentures. The work of this Branch has increased a great deal since the war.

Mr. C. G. Jewers, released from the R.C.A.F. at the beginning of the year, is in charge of the preparation of plans for small school buildings and alterations, and approval of plans for larger buildings. In his work he has the assistance of the Buildings Branch of the Department of Public Works.

Mr. A. B. Wetter visits School Division offices and School District offices when desired and keeps informed generally regarding budgets, records, financial policy and standing of all School Districts.

Organization.

The major projects have been the establishment of two new divisions, Lacombe Division No. 56 and Thorhild Division No. 57. Both are being organized to comprise districts withdrawn from existing divisions and have the effect of more nearly equalizing the numbers of classrooms and of facilitating the development of centralized schemes at established and natural centres in the areas concerned. Preliminary work was also done on the organization of a new division which will combine school districts at coal mining camps on the Mountain Park and Lovett branches of the C.N.R.

Twelve new School Districts were established. Of these, six have been included in School Divisions.

Approximately one hundred and sixty sections of unorganized territory were added to established School Districts. Thirteen Divisions shared in these additions.

Fourteen independent rural School Districts were included in School Divisions and one rural District was excluded from a Division.

Two School Districts were dissolved because of the lack of children of school age.

The following towns, villages, and consolidated school districts have been included in School Divisions by mutual agreements:

<i>School District</i>	<i>School Division</i>
Stavely No. 944	Macleod No. 28
Wainwright No. 1658	Wainwright No. 32
Claresholm No. 764	Macleod No. 28
Bawlf No. 1463	Camrose No. 20
Munson No. 2317	Drumheller No. 30
Vermilion Centre No. 1446	Vermilion No. 25
Prairie River Cons. No. 36	High Prairie No. 48
Chipman No. 1473	Lamont No. 18
Coronation No. 2335	Castor No. 27
Taber No. 933	Taber No. 6
Enchant Cons. No. 47	Taber No. 6
Cardston No. 457	St. Mary's River No. 2
Edson No. 2298	Edson No. 12
Barnwell Cons. No. 15	Taber No. 6

Irma No. 2435	Wainwright No. 32
Chauvin No. 2196	Wainwright No. 32

All preliminary steps have been taken for the following inclusions to take effect Jan. 1, 1947:

Leduc No. 297	Clover Bar No. 13
Fort Saskatchewan No. 91	Clover Bar No. 13
Tofield No. 1939	Holden No. 17
Bow Island No. 1883	Foremost No. 3
Beaverlodge No. 2341	Grande Prairie No. 14
Vilna No. 3983	Smoky Lake No. 39
Hay Lakes Village No. 3876	Camrose No. 20
Pincher Creek No. 121	Pincher Creek No. 29

To date 22 Town Districts have been included in School Divisions by agreement, while 35 operate independently. Forty-nine Village School Districts have been similarly included and 56 are not included. Seventeen Consolidated School Districts now form parts of Divisions, while 25 retain their independent status. All Rural High School Districts have now been absorbed in the divisional organizations.

The following Divisions have now absorbed all of the Town, Village, or Consolidated Districts within their boundaries:

Berry Creek No. 1	Pincher Creek No. 29
Foremost No. 3	Wainwright No. 32
Taber No. 6	Strawberry No. 49
Lac Ste. Anne No. 11	Fort Vermilion No. 52
Clover Bar No. 13	East Smoky No. 54
Holden No. 17	Red Deer Valley No. 55

In many other Districts consideration is being given to inclusion. In all cases, two factors are involved, the educational advantages for District and Division and the effect upon taxation in each. By inclusion, the District becomes assured of further centralization and development of facilities for the work of higher grades, while the Division may secure accommodation for its senior pupils and graded school service for its elementary pupils.

The terms of the agreement usually provide that the District pay a requisition which is additional to its share of the basic requisition, in order that it continue to pay approximately the same amount as previously for the education of its resident pupils.

Approval was given for 38 new sites for school buildings and two additions to existing sites.

The pressing problem still remains of how to bring complete educational facilities within reach of the children of unorganized territory—the children of homesteaders, squatters, trappers and workers in temporary lumber camps. Assistance is given by means of:

- Payment by the Department of tuition fees at organized schools.
- Grants to mission or other schools serving unorganized territory.
- Grants to parents or guardians of such children to assist in their maintenance at organized schools.

Many of the children who cannot be assisted by these methods receive correspondence courses. There still remain, however, many children who cannot be provided for by any of these means. A survey is in progress to determine the number.

Buildings.

The year 1946 has seen the beginning of an unusually large volume of new school construction. The erection of many buildings had been postponed during the war, and although shortages of materials and high prices have acted as deterrents, the pressing needs and favorable terms for borrowing have partially over-ridden these factors.

Most of the construction prior to this year has consisted of replacement and modernization of rural schools and has been financed from current revenue. Centralization, gradual improvement of roads, and the necessity of bringing pupils to the teachers because of the shortage of the latter, have now necessitated more schools of larger types.

The Buildings Branch has had an increasing number of plans of large schools for examination and approval. Plans for schools costing more than \$10,000.00 must be prepared by a registered architect.

The following summary shows the school buildings which were commenced during the year:

Type	Number	Estimated Cost
1 Room Schools	60	\$ 207,465.53
2 Room Schools	14	148,127.87
3 Room Schools	3	59,655.61
4 Rooms or more	12	1,896,679.44
1 Room Addition	10	35,734.01
2 Room Addition	9	57,103.36
3 Room Addition or more	11	309,989.24
Dormitories	13	133,927.70
Teacherages	98	86,152.81
Miscellaneous	111	53,990.86
Alterations, Renovations, Improvements		507,070.98
Number of new classrooms	119	
Total cost of all construction		\$3,495,877.41
Average cost in School Divisions:		
1 Room Schools		\$3,400.00
2 Room Schools		7,700.00

For larger types of schools, any computation of average costs would be unreliable, because of the variations in provision of auditoriums, classrooms, and shops for special subjects, and of other special features.

Debentures.

Debentures of School Divisions may be said to be making their first appearance in quantity, and greater interest is being shown in them by investors, who realize that the security offered by the larger units is superior to that previously offered by individual school districts either rural or urban. There is an increasing number of inquiries from Brokerage and Investment firms regarding this relatively new type of investment.

Twenty issues were authorized during the year for a total of \$5,661,000.00. Of this, some 12 complete issues, substantial blocks of two additional issues, and one \$180,000.00 issue authorized in 1945 were sold at good prices, as will be seen from the table given. The remaining six issues were authorized too late in the year for sale to be arranged or were not offered for other reasons. The total of sales actually concluded (including the \$180,000.00 1945 Authorization) was \$3,806,000.00.

The following table shows debenture issues authorized during the year by the Board of Public Utility Commissioners and particulars regarding their sales:

School Authority	Amount	Terms in Yrs.	Interest Rate	Price
(a) Authorized and Sold in 1946:				
Edmonton No. 7	\$ 650,000.00	15	2½ to 3%	\$100.862
Edmonton No. 7	1,802,000.00	13	2½ to 3½%	99.362
Lethbridge No. 7	100,000.00	20	3½%	100.483
Edmonton R.C. No. 7	75,000.00	15	2¾ to 3%	100.15
Lamont No. 18	30,000.00	10	3½%	99.75
Vermilion No. 25	40,000.00	15	3¾%	100.00
Peace River No. 10	30,000.00	15	4%	99.55
Calgary R.C. No. 1	100,000.00	15	3%	100.90
Lavoy No. 1508	9,000.00	15	4%	100.26
Calgary No. 19	240,000.00	15	2¼ to 3%	100.32
Smoky Lake No. 39	15,000.00	20	4%	99.00
West Jasper Place No. 4679	30,000.00	15	4½%	100.00
Lamont No. 18	5,000.00	10	3½%	99.75
Edmonton No. 7	500,000.00	15	2½ to 3%	100.862
Total	\$3,626,000.00			
(b) Authorized in 1946, but Sale not Completed:				
Medicine Hat No. 76	\$ 100,000.00	20		
Calgary No. 19	1,060,000.00	20		
Foremost No. 2	40,000.00	20		
Lethbridge No. 51	500,000.00	40		
Red Deer No. 104	77,000.00	10		
Brooks No. 2092	50,000.00	20		
Lethbridge No. 7	200,000.00	20		
Smoky Lake No. 39	45,000.00	20		
(c) Authorized in 1945, Sold in 1946:				
Edmonton R.C. No. 7	180,000.00	15	3 to 3¼%	101.963
Total Authorized 1946				\$5,698,000.00

School District Finances.

Statistical Tables 25 *et seq.* summarize the audited financial statements of school boards for the year ending the 31st day of October, 1945, for Divisions and the 31st day of December, 1945, for other Districts. These show a decrease in the amounts of overdue debentures, and substantial amounts set aside as capital reserve. They also show very considerable increases in operating expense, the item "Teachers' Salaries" having kept pace with increases in provincial government grants.

Approximately \$500,000.00 owing to the Department of Education by School Divisions was "written off" during the year and very substantially improved the balance sheet. These loans had been made to individual Districts years ago and the liabilities had been inherited by the Divisions on organization.

Short-term borrowings for current needs, on the security of requisitions and grants receivable by Boards were authorized to a total of \$2,468,700.00.

Audit fees in excess of the statutory limits were authorized for twenty school divisions. In many instances, chartered accountants and auditors have been engaged by Boards to make partial audits several times each year. This practice, together with the assistance given by the Field Administrative Officer, have contributed to steady improvement in system and accuracy. No shortages have been found in District or Division accounts.

Taxation.

Some difficulty is still being experienced in securing correct apportionment of financial requirements by way of requisitions upon the incorporated towns and villages, municipal districts, and other tax collecting authorities, based upon the applicable assessed valuations.

In the interest of uniformity, and at the request of the divisional secretaries, the following forms have been prepared and issued:

- (a) Forms for assessment certificates—issued to all municipalities for use in reporting assessment to school authorities in 1947.
- (b) Requisition forms—prepared for use in 1947 by school divisions. These forms also show to each municipality the basis upon which requisitions have been apportioned.

Only five school districts in the Province now levy and collect taxes; the first four of these are located within National Parks: Banff School District No. 102, Laggen School District No. 1063, Jasper School District No. 3063, Waterton Park School District No. 4233, Chinook Cons. School District No. 16.

Fifty-three districts comprising urban and rural property were granted reductions of assessment on farm lands for the purpose of apportionment of requisitions. These reductions varied from 10% to 59%. In only one district permission was granted for an increase in assessment of farm lands for this purpose.

School Grants.

The 1946 session of the Legislature provided a further increase of \$500,000.00, bringing funds available for school grants to an approximate total of \$3,700,000.00. This amount was allocated by the Department according to regulations which were issued by order in council. The new regulations contain definite formulae for calculation of grants and have permitted the almost complete discontinuance of "special" grants.

Equalization as between districts (or divisions) having low and high average assessments per classroom was given added emphasis, with marked advantage to those of low assessment and consequent disadvantage to a few others. When a decrease was the result, as in certain areas devoted to large-scale mechanical farming and diminishing rural school population, the decrease was postponed, to be spread over the years 1947 and 1948. To prevent centralization of schools having an adverse effect upon equalization grants, the schools which are closed and the pupils of which are conveyed to a central school are counted as fractions of "operating rooms" in these computations.

The basis of payment of grants for actual school operation was changed from the "day" to the "school year", thus simplifying the calculations for both school boards and the Department and eliminating the too familiar instances of school being closed a day for good reason, the board paying salaries for such a day but receiving no grant. The rates of "operating grants" had to be lowered in order to permit the general increase in equalization grants.

Grants were paid on account of the school attendance of 282 children belonging to 140 families living in unorganized territory. Payments for the year totalled \$10,761.09, an average of \$76.86 per family, and \$38.16 per child.

Bonuses were paid to teachers in 629 isolated schools for the year 1945-46 as follows:

Number	Rate
16	\$250.00
63	200.00
186	150.00
294	100.00
70	50.00

School Boards made these payments to teachers in addition to their scheduled salaries; the Department then re-imbursed the Boards.

For the current school year, 1946-47 the classification of schools for this purpose has been only slightly revised.

Refresher Course in School Administration.

From May 21-23 the second annual refresher course in school administration was held at the University of Alberta under the direction of the Department of Extension in co-operation with the Alberta School Trustees' Association and the Alberta Divisional Secretaries' Association. This provided an excellent forum for distribution of information and exchange of experience and methods. Subjects dealt with included Bookkeeping and Office Practice for school divisions, building plans, inclusions and centralization, school libraries, dormitories, health services, amendments to school and other legislation, and government grants. Assistance was given by officials of the Department of Education and of the Departments of Trade and Industry, Public Works, Public Health, Workmen's Compensation Board and by the Faculty of Education of the University of Alberta.

Private Schools.

An amendment to the Department of Education Act now requires private schools to seek approval of the Minister of Education for their operation. Procedures were developed whereby such schools submit information regarding their purpose, accommodation, equipment, and organization and may secure approval which is effective until cancelled. In addition, however, such schools are required each year to satisfy certain conditions regarding qualifications of staff, timetable and efficiency of instruction in order to have their recommendations for credit accepted by the Examinations Branch.

Salary Schedules.

The necessary steps were taken to have each school board adopt a definite salary schedule and submit a copy to this Department. Each schedule was examined to ensure that there were no clauses which conflicted with The School Act. It can be reported that legislation governing minimum salaries, equality of salaries for men and women, and the rights of both parties have been observed in all schedules or have been corrected without difficulty.

Japanese Evacuee Children.

During the school year 1945-46 the sum of \$20,995.00 was received from the Japanese Division of the Department of Labour of the Dominion Government and was distributed to school districts as payment for the instruction of 323 pupils. Indications are that the number of pupils for the year 1946-47 will be approximately the same. These fees are paid for the tuition of Japanese children not over fifteen years of age. No corresponding provision is made for the payment of fees for children over fifteen although an increasing number are attending schools and proceeding into the high school grades. Some school districts and divisions have now accepted the latter group without payment of fees thus recognizing them as qualified for similar treatment to that given to other chil-

dren, while in other districts fees are paid by the parents or by Japanese organizations as though the children were non-residents. The gradual change in the direction of recognition of these children and of their parents as residents of districts particularly in the areas devoted to the growing of sugar beets is an example of a post-war adjustment and of a desire that the children of former enemies are not to suffer for the actions of their former government.

Surplus War Assets.

Surplus war assets covering a variety of items became available and were purchased by School Districts and School Divisions. During the early part of the year, many purchases were made directly by some of these authorities who were able to keep in close touch with War Assets Corporation offices in Edmonton and Calgary; the volume of these is not known. In midsummer a procedure was established by which school authorities notified this Branch in advance, regarding the items in which they were interested. War Assets Corporation then notified this office only of availability and prices. Orders were then placed within the few days for which the priority of School Districts was observed. This office distributed information to Districts and placed purchase orders for them, but did not involve the Department in purchase and resale.

During the latter half of 1946, purchases totalling approximately \$23,000.00 have been made by school authorities, covering such items as the following:

Chairs, office furniture, dormitory furniture, office desks, typewriting desks, beds and mattresses, globes, janitor's supplies, business machines, shop equipment, pianos, motion picture projectors, sound), radios, refrigerators, stoves and heating equipment, tables, motor vehicles, station wagons and ambulances for conversion to school buses.

In addition, school authorities have been assisted when possible in the purchase of buildings from army camps and air training schools, allocation and sales being made by Provincial Marketing Services.

REPORT OF THE SECRETARY OF THE DEPARTMENT OF EDUCATION

A.—EDUCATION OF DEAF AND BLIND CHILDREN

Deaf and blind children of school age resident in the Province were sent, as in previous years, to schools providing special facilities for the training of such children. The table below shows the number of children enrolled at each school during each term of 1946:

School	Number in Attendance	
	June term	Dec. term
Mackay School for Deaf (Montreal)	40	35
School for Deaf Girls (Montreal)	2	2
School for Deaf Boys (Montreal)	3	1
School for Deaf (Saskatoon)	14	23
School for Deaf and Blind, (Vancouver)	3	4
Ontario School for Blind (Brantford)	19	13
Nazareth School for Blind (Montreal)	1	1
Totals	82	79

Of the 79 pupils in attendance at the time of preparation of this report, 65 are deaf and 14 are blind. Fifteen are attending special schools for the first time.

The Department pays tuition and maintenance charges at all schools listed above, and provides escorts for children travelling to and from schools in Ontario and Quebec.

The total amount expended on behalf of deaf and blind children during the fiscal year ended March 31, 1946, was \$35,772.95.

B.—SPECIAL CLASSES

The Department pays a grant to assist school districts and school divisions with the operation of special classes for children who are mentally subnormal and for children who have serious auditory or visual defects. The grant for each class is one half of the salary paid to the teacher. The table below gives information about such classes in operation in the Province during 1946:

School Board	Nature of Class	Enrolment	Grant Paid
Edmonton Public School .	Hard-of-Hearing (1 class)	7	\$ 287.50
	Sight-Saving (1 class)	16	1,138.82
	Sub-Normal (5 classes)	62	5,222.95
Calgary Public School ...	Sight-Saving (1 class)	14	1,179.98
	Sub-Normal (5 classes)	84	5,896.60
Calgary R.C. Separate Medicine Hat Public School	Sub-Normal (1 class)	16	725.00
	Sub-Normal (1 class)	14	879.98
Totals	15 Classes	213	\$15,330.83

REPORT OF THE CURRICULUM BRANCH

(M. L. WATTS, *Director*; A. B. EVENSON, *Associate Director*)

A.—CURRICULUM COMMITTEES

In their work of curriculum building and revision, the Directors of the Curriculum Branch receive the advice of four major committees, viz., the General Curriculum Committee, the High School Curriculum Committee, the Intermediate School Curriculum Committee and the Elementary School Curriculum Committee.

General Curriculum Committee.

The members of this committee are:

1. Director of Curriculum, Mr. M. L. Watts (Chairman).
2. Chief Superintendent of Schools, Mr. W. E. Frame.
3. Director of School Administration, Mr. H. E. Balfour.
4. Dean, Faculty of Education, Dr. M. E. LaZerte.
5. Representative of the University of Alberta (from some faculty other than the Faculty of Education), Dr. W. H. Johns.
6. Representative of the Faculty of Education of the University of Alberta interested in the field of elementary education, Miss Olive Fisher.
7. Representative of the Faculty of Education of the University of Alberta interested in the field of secondary education, Mr. H. T. Sparby.
8. Director of the Correspondence School Branch, Mr. G. F. Bruce.
9. Supervisor of Industrial Arts, Mr. A. P. Tingley.

10. Superintendent of Schools for city of Edmonton, Mr. R. S. Sheppard.
11. Superintendent of Schools for city of Calgary, Mr. F. G. Buchanan.
12. Representative of the Alberta Teachers' Association, Mr. H. C. Melsness.
13. Representative of the Alberta Home and School Association, Mrs. F. A. Elves.
14. Representative of the Alberta Adult Education Association, Mr. J. W. Barnett.
15. Representative of the Alberta School Trustees' Association, Mr. H. E. Spencer.
16. Vice-Chairman of the Elementary School Curriculum Committee, Mr. L. B. Yule.
17. Vice-Chairman of the Intermediate School Curriculum Committee, Mr. T. C. Byrne.
18. Vice-Chairman of the High School Curriculum Committee, Mr. D. M. Sullivan.
19. Vice-Chairman of the Radio Committee, Mr. E. M. Erickson.
20. Vice-Chairman of the Audio-Visual Committee, Dr. J. W. Gilles.
21. Non-urban teacher appointed by the Department of Education, Mr. H. F. Chittick.
22. Associate Director of Curriculum, Mr. A. B. Evenson (Secretary).

The General Curriculum Committee is a body representative of major educational institutions and organizations in the Province. Its chief functions are:

1. To consider reports from the Minister and from other curriculum committees;
2. To co-ordinate the work of the other curriculum committees by maintaining an over-all view of the school curriculum;
3. To review proposed curriculum changes and estimate public reaction toward them;
4. To initiate proposals with respect to needed curriculum changes and convey these to the Minister who would then, at his discretion, direct the other curriculum committees accordingly.

During 1946, this committee met on May 30th and November 29th.

High School Curriculum Committee.

The members of the High School Curriculum Committee are:

1. Mr. M. L. Watts, Director of Curriculum (Chairman).
2. Mr. H. E. Balfour, Director of School Administration.
3. Mr. D. M. Sullivan, Inspector of High Schools (Vice-Chairman).
4. Mr. H. C. Sweet, Inspector of High Schools.
5. Mr. R. Warren, Inspector of High Schools.
6. Mr. C. B. Johnson, Inspector of High Schools.

7. Mr. H. T. Sparby, representative of the Faculty of Education interested in the general curriculum field, appointed by the Dean.
8. Mr. F. L. Woodman, Principal of Western Canada High School, Calgary.
9. Mr. R. L. Whitney, representative of the Alberta Teachers' Association.
10. Mr. A. P. Tingley, Supervisor of Industrial Arts.
11. Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).

The High School Curriculum Committee held five meetings during the year, viz., on February 22nd and 23rd; March 8th and 9th; April 26th and 27th; May 10th and 11th; and November 15th and 16th. This number of meetings was necessitated by the fact that considerable revisionary work was undertaken, which resulted in the publication of a number of bulletins containing revised courses for all high school subjects. These bulletins are of a uniform size and have been punched for those who wish to have them bound in a single folder. The bulletins contain outlines of courses, lists of prescribed textbooks and reference books, and other information concerning the individual subjects on the High School Programme. The following list indicates their general contents:

High School Regulations:

- Bulletin 1: English 1, 2, 3, Survey of English Literature 1, Creative Writing 1.
- Bulletin 2: Social Studies 1, 2, 3, Psychology 1, Sociology 1, Economics 1, Vocations and Guidance 1.
- Bulletin 3: Physical Education 1 and 2, Health 1 and 2.
- Bulletin 4: Algebra 1, 2, Geometry 1, Trigonometry and Analytical Geometry 1, General Mathematics 1, 1a, 2, 3.
- Bulletin 5a: Chemistry 1, 2, Physics 1, 2, Biology 1, 2, Geology 1, General Science 1, 2.
- Bulletin 5b: Experimental Work for Chemistry 2, Physics 2 and Biology 2.
- Bulletin 6: French 1, 2, 3, Latin 1, 2, 3, German 1, 2, 3.
- Bulletin 7: Art 1, 2, Dramatics 1, 2, Music 1, 2.
- Bulletin 8: Bookkeeping 1a, Stenography 1a, Typewriting 1a, Law 1.
- Bulletin 9: Farm and Home Mechanics 1, 2, 3, Drafting 1, 2.
- Bulletin 10: Home Economics 1, 2, Needlework 1.

Course Outlines for Vocational Electives: (a) Technical, (b) Commercial.

The major changes in the High School Regulations and Courses are noted below:

I. High School Regulations.

These were completely reorganized and simplified during 1946. Although the basic principles have remained the same, several minor changes were made. The new regulations were published in a separate bulletin which is of the same size and style as the Programme of Studies Bulletins. In some respects, the new regula-

tions are less restrictive than they have been heretofore. For example, all students are now under the same regulation with respect to the number of credits they are permitted to carry in a year's work. The present regulation respecting this change reads as follows:

"For each student, it is desirable that one of the eight class periods per day be reserved as a study period. This leaves seven periods per day or thirty-five periods per week for instruction, and since the number of instruction periods per week coincides with the credit values of the subjects being taken, a programme of subjects having a total value of 35 credits is considered to be a full year's work."

"A student may, if he wishes, carry a programme of subjects having a total value of less than 35 credits."

"If the credit values of the subjects desired do not total exactly 35, a student may be permitted to use one, or at most, two of his five study periods per week for instruction. In this case he may earn as many as 36 or 37 credits in one year. Such a programme, however, is irregular and may be undertaken only with the approval of the principal of the school attended."

"Under no conditions will a student be granted more than 37 credits in one school year. Furthermore, this maximum number of credits must include the credit values, not only of all subjects being taken toward a diploma, but also the credit values of any "extra" subjects and any "repeated" subjects. This holds true whether the latter are being repeated because of previous failure or merely because the student wishes to raise his standing in subjects for which he already holds credit."

II.—*Course Outlines and Textbooks.*

Invaluable contributions to the work of the Curriculum Branch were made by the High School Inspectors, Mr. D. M. Sullivan and Mr. H. C. Sweet. Mr. Sullivan was chairman of the sub-committees responsible for the revision of the subjects in Bulletin 1 (English), Bulletin 6 (Foreign Languages) and Bulletin 7 (Fine Arts), while Mr. Sweet was chairman of the sub-committees responsible for the revision of the subjects in Bulletin 2 (Social Studies), Bulletin 8 (Commercial General Electives) and the bulletin dealing with Commercial Vocational Electives, and also advised the Curriculum Branch with respect to the classroom bulletins on Social Studies. Assistance in the revision of the other bulletins was given by Mr. Evenson and Mr. Tingley. Mr. Evenson, who was High School Inspector for southern Alberta previous to his appointment as Associate Director, revised Bulletins 5a and 5b (Science); Mr. Tingley, Supervisor of Industrial Arts, prepared the contents of Bulletin 9 (Farm and Home Mechanics).

(a) *English.*

The sub-committee on English held frequent meetings under the chairmanship of Mr. Sullivan and recommended the following additions and changes which were approved by the High School Curriculum Committee:

1. *Language teaching required in all subjects.*

Although the regulations of previous years and the introductions to the English courses included statements regarding the respon-

sibility of every teacher with respect to the teaching of English, it was felt that further steps should be taken to emphasize this responsibility; consequently appropriate preambles were written and placed in the introductory sections of all bulletins.

2. *Grammar Requirements.*

In order to emphasize the importance of functional grammar and to give further directions to teachers, an outline of the grammar requirements for each high school grade was included in Bulletin 1. The position of the committee is indicated in the following paragraph appearing in the introduction of the outline:

"The outline of grammar for each grade is sketched under the heading Functional Grammar; it will be the duty of the teacher to make the applications in writing and speaking. It is felt that the successful application of this knowledge to the language habits of the students is one of the most important parts of the entire language course. The outline indicates only the minimum attainment for every student; any teacher should feel free to carry his class further in grammar than is suggested in the outline."

3. *Free Reading.*

The lists of books that have been prescribed for Free Reading during the past seven years were consolidated into what is called a Basic List. In addition a Supplementary List was prepared with the advice and assistance of the Alberta Library Association. In this list, which includes 147 books, the books are annotated and classified under 18 headings as follows: Adventure; Animals; Down North; Humor; Interesting People; It's a Crime; On the High Seas; Over the Horizon; Ourselves; Out West; The Pioneers; The Play's the Thing; Rhyme and Rhythm; Romance; Science for Today; Sports and Hobbies; Talent and Genius; The War in Retrospect. A number of Alberta authors appear in the list.

Both the basic and the supplementary list were published by the School-Book Branch in an attractive booklet entitled "Invitation to Read—A Book List for the Boys and Girls in the High Schools of Alberta."

The attitude of the committee with regard to the testing of Free Reading is indicated in the paragraph below, which is followed by specific suggestions and illustrative examples of book reviews.

"The matter of testing Free Reading engages the attention of some teachers. Theoretically at least, reading which is entirely "free" should not carry the requirement of a test, but, human nature at the adolescent stage being what it is, some suggestions for testing procedures may not be out of place. The same method should not always be used. Indeed some successful teachers use a different procedure for each book, so that students will be intrigued and kept on the qui vive. This variety in testing procedures has the added advantage of eliminating collusion, for there is little value in collecting other people's masterpieces of synopsis if the test turns out to be oral, or diagrammatic. Not all of the suggestions can be followed in one school in any one year. The ingenious teacher will suit the testing method to his own particular needs."

4. *Textbook Changes.*

In order to give further assistance in the development of the reading capacities of high school students a new section has been added to the grade ten course, called Developmental Reading, and based on a workbook entitled "Mastering the Reading Skills." Only two other important changes have been made in the textbooks. In grade ten, students with A or B standing on the grade nine examinations use "The Magic of Literature," Book 3, as in previous years, but students promoted from grade nine with C standing are required to use "Let's Read," Book 4. In grade eleven English, the "Book of Essays" by Sealey has supplanted "Essays of Yesterday and Today" by Tinker.

5. *Score Cards for Essay Evaluation.*

To assist teachers in marking essays as objectively as possible, an adaptation of the score card and check sheet used in connection with Departmental Examinations in English 3 has been made available to the teachers and may be obtained in pads of 100 sheets from the School-Book Branch at a very low cost.

(b) *Social Studies.*

Revisionary work of the Social Studies courses was done by a sub-committee of the High School Curriculum Committee, under the chairmanship of Mr. H. C. Sweet. The revised materials for these courses were incorporated in Bulletin 2 of the Programme of Studies. A new introduction was written for this bulletin and activities involved in Social Studies were outlined in detail.

The most significant educational area for studies which have as their objective the strengthening of the bonds of Canadian national unity is undoubtedly that of Social Studies. The revised Alberta High School course-outlines for Social Studies now include an abundance of suggestions, some prescriptive and some optional, for the study of Canadian geography, history and citizenship. The Social Studies 1 course comprises eleven units of study. Of these, eight are to be included in the year's programme of all classes and students. The content of eight of the eleven units illustrates an emphasis on Canadian citizenship values. These include Canadian Democracy in Action, Provincial and Community Problems and Our Provincial Government, Economic Geography of Canada, Canada Among the Nations, Employment and Social Security, Changes in Canadian Agriculture and Housing Problems in Canada. The Social Studies 2 course includes thirteen units, of which nine are to be included in a year's programme. Seven of the thirteen units deal with Canadian geography, history and government. The topics are Responsible Government, The Canadian Nation and the Canadian People, Production and Distribution, Provincial and Community Problems, A National Physical Fitness Programme, Immigration, Consumer Education and Co-operative Organizations for Buying and Selling. The study of The Canadian Nation includes the following: Canadian History as the exploration and exploitation of half a continent; The history of Canada in relation to its geography; Settlement and social history generally, including, colonization in the French sense, pioneering in the British sense, immigration and the diversification of the Canadian racial stock, community growth, growth of cities, educational and cultural pro-

gress; The attainment of nationhood—what this means for the individual, its opportunities and responsibilities.

The main theme of the Social Studies 3 course is that of contemporary problems. These, involving world history since 1918, are considered from the Canadian viewpoint. Canada's part in the War, 1939-45, is outlined under the following headings: (a) The strength of Canada's Armed Forces. (b) The army's part in the War in the various theatres; Canadian forces for defence of Britain from invasion and to prepare for the invasion of Europe; attacking forces at Hong Kong, Dieppe; landings in North Africa, Sicily, Italy; the invasion of northern France; the invasion of Germany; the British Commonwealth Air Training Plan; its extent; the establishments for air training in Canada. Participation of R.C.A.F. squadrons in raids on Germany and German-held Europe; R.C.A.F. participation in the Battle of Britain; service in various fields; coastal defence; ferry command; naval air-arm; Canadian airmen in North Africa, Russia, India, Burma; protection of Canada's coasts by the Navy; guarding of shipping approaching and leaving Canada's shores; the Battle of the Atlantic; co-operation with other naval forces. (c) Canada's contribution in food and military supplies; mutual aid to our Allies. (d) Principal wartime economic controls; the Wartime Prices and Trade Board; success of the measures taken to prevent inflation (or otherwise). (e) Financing Canada's War Effort. The unit, Canada in the Post-War World, includes Review of Canadian Constitutional Development, Survey of Canada's Foreign Policy, Economic Problems, Problems Arising out of Canada's Proximity to the United States and Canadian Political Problems. Included in this last section are: Political Parties in the Federal Field, Canadian Unity, Dominion-Provincial Relationships, Desirability of Amendment of the British North America Act, and the Future of Canadian Democracy.

During the year the Social Studies 1 course was revised with particular reference to the units Early Background of Our Civilization and Canadian Democracy in Action. New textbooks were recommended for authorization. The listing is:

- One of: Hughes: The Making of Today's World.
New & Phillips (Canadian Authors): Ancient and Mediaeval History.
Seary & Paterson: The Story of Civilization.
West & Eastman: World Progress (continued in use).
- And: Brown: Canadian Democracy in Action.

The Social Studies 2 outline was revised, with additional material outlined on The Canadian Nation and The Canadian People, Consumer Education and Co-operative Buying and Selling in Canada. The textbooks for this course were changed to include: Hughes: The Making of Today's World, or New and Trotter: (Canadian authors): Modern History. The reference book list was revised with suitable additional books included: Brown: Canadian Democracy in Action; Brown: Building the Canadian Nation; Landis and Landis: Social Living; Hattersley: This Age of Plenty; Smith, Muzzey and Lloyd: World History.

In the revision of the Social Studies 3 course the unit including The Axis Powers was shortened. The outline of Historical Develop-

ments Since 1918 was brought up to date. Additional material was outlined covering the Second World War and Plans for Peace. Canada's Part in the War was extended.

The outline covering Canada's Part in the Post-War World was given up-to-date revision. Under the direction of the High School Social Studies Sub-committee the primary reference, "Contemporary Problems," originally written in 1939 by Dr. L. A. Bagnall of Calgary, was revised in close accordance with the Social Studies 3 course by Mr. Douglas Norton of the staff of Western Canada High School, Calgary. The authorization of the use of this revised reference was continued. Modern History, by New and Trotter, was authorized for the first time as a primary reference for Social Studies 3. The reference book list for Social Studies 3 was revised with suitable additions.

The course-outline for Economics 1 was re-written and a new textbook selected; Dodd: Applied Economics. The courses in Psychology 1 and Sociology 1 were also re-written and included in Bulletin 2. The new textbook selected for Psychology is Averill: Introductory Psychology.

During the year four Classroom Bulletins on Social Studies (for the High School) were prepared. These bulletins have been found very useful and helpful by the teachers and their classes in Social Studies. One copy of each Bulletin (with accompanying material which included special reports on Education, Social Welfare, Finance, Industry, Agriculture and Natural Resources, prepared by the Alberta Post-War Reconstruction Committee) was forwarded to each teacher of Social Studies, with additional copies available at a low rate. Topics covered in the Bulletins included: Current History from V-J Day to the end of 1945; Geography for Current Events; Lists of Cabinet Ministers and Members of Parliament; The United Nations Plan for World Security; Canadian Political Opinion; Social Welfare; Problems of Democracy in the United States; Canada in World Affairs; Canada's Part in the War—1939-45; and The Development of the British Commonwealth.

(c) *Physical Education and Health.*

One of the chief purposes in writing the Bulletin on Physical Education and Health was to consolidate all existing regulations pertaining to this field. One important change provides for combined classes in both Physical Education 1 and 2 and Health 1 and 2 in small schools where there are only a few students. That is to say, first-year pupils and pupils who already hold three credits for Physical Education 1 may be taught during the same three periods per week and may be recommended at the close of the school year for standing in Physical Education 1 and Physical Education 2, respectively. Also, first-year pupils and pupils who hold two credits for Health 1 may be taught during the same two periods per week, and may be recommended at the close of the school year for standing in Health 1 and Health 2, respectively.

Under the above arrangement, the Physical Education and Health programmes in small schools can be made more worthwhile and interesting because of a more suitable group which is obtained by combining small classes. In teaching such a combined class it is possible for the instructor to cover, over a period of two years, all

of the topics listed in the outlines for the first and second year courses.

(d) *Trigonometry and Analytical Geometry.*

As the textbook presently in use has met with considerable dissatisfaction among teachers and students, a sub-committee was set up to survey the textbook field and to bring in a recommendation. The sub-committee thought that, although the present book contained a great deal of valuable material, its form and style did not meet the needs of the majority of teachers. The sub-committee recommended that a new book be selected for the school term 1947-48 and that this book be Sprague's "Essentials of Plane Trigonometry and Analytical Geometry." The sub-committee suggested definite revisions of the Sprague book which are being attended to at the present time. It is hoped that the revised publication of this new textbook will be ready for distribution by July, 1947.

(e) *High School Science.*

Course outlines for all high school Science subjects are given in Bulletin 5a. The Chemistry and Physics outlines were revised before their inclusion to meet the needs of the students and purposes of the course more completely than they had done previously. Careful thought was given to the inclusion of modern topics and to the balancing of content among the major themes.

In Bulletin 5b, revisions were made for practical and experimental work in Physics 2 and Chemistry 2 because of course changes in Bulletin 5a. New experiments were added which would relate to some of the new topics added in course outlines and some of the former experiments were dropped, either because of a change in subject-matter outlines or because they had proven unsuitable.

(f) *French, Latin and German.*

The sub-committee on French gave much thought to the aims and objectives of French teaching in Alberta High Schools and prepared a carefully written statement for inclusion in Bulletin 6. The following excerpts from the statement, which was approved by the High School Curriculum Committee, set forth our attitude with respect to the teaching of French.

"There are two extreme points of view with regard to objectives and aims in teaching modern languages, particularly French. On the one hand there is the school of thought which holds that the development of conversational ability is the important objective. On the other hand some claim that the development of reading and writing skills is the main legitimate objective. In Alberta there are, unfortunately, too many teachers adhering to the latter viewpoint, whether by choice or circumstance. In the long run the student of French wishes, if he is a normal person, to understand the language when he hears it spoken; he will wish, in addition, to speak it himself, to read it, and to write it. If, during the learning period, he has had experiences through the fourfold media of hearing, speaking, reading and writing French he will have had an interesting and most likely a profitable time in his French classes.

The advocates of the Direct Method are, in the main, persons who speak French with some facility. In England, for example, language teaching is done by speaking the language taught. All teachers of French are encouraged to spend one year in France.

The advocates of the Reading Method believe that a student who is taught from the first to read the language will have more to show for his work after two or three years. In Alberta, under conditions as they are in the average classroom, with teachers differing greatly in linguistic skill and training, it has been decided that the best policy is one of steering a course between the Direct Method on the one hand, and the Reading Method on the other. Accordingly the basic text for the first two years is one which can be used to advantage by the exponents of either method. Teachers who have had little or no training in pronunciation are earnestly urged to become familiar with the phonetic system of pronunciation which is explained simply on pages one to sixteen. In a French class taught by such a teacher it would be well for both teacher and class to defer any teaching or study of French until this preliminary chapter is thoroughly mastered by teacher and students. Subsequently the pronunciation of all new words encountered should be practiced carefully, following the cues given in brackets in the vocabularies. This applies to verb forms, to useful expressions, and to all places in the prescribed text where the correct pronunciation is indicated in phonetics. After three years of high school French every student should have acquired a reasonable facility in simple spoken French, and, at the same time, reasonable skill in reading French. These objectives need not conflict with each other; in fact there is evidence to indicate that progress in learning to speak accelerates progress in learning to read and vice versa.

Recognizing the fact that a significant number of teachers in Alberta have taken special courses in French at Banff, Montreal, and Paris, two alternative texts are prescribed for French 1 and 2, either of which may be used by specially qualified teachers. The words "specially qualified" mean "able to converse rather fluently in French." The approval of the Department must be given before these texts are used. It should be noted that the Roux text, the basic text in grammar for French 1 and 2, provides abundant material for oral drill by means of the questionnaires, the series of actions, the classroom expressions, the French grammatical terms, the *dictées*. All teachers are expected to use this material in its entirety.

At the end of the third year of high school French, the students sit for an external written examination administered by the High School and University Matriculation Examinations Board. This will be an examination uniform for all students whether taught by the Direct Method or by the Reading Method. Oral tests have not yet been devised which are as reliable as written tests; nevertheless, questions testing knowledge of French pronunciation are valid and can be expected on the final paper. It is expected that in every school the development of oral and aural skills will go forward along with the development of reading and writing skills. The Department of Education has modernized the written examination at the end of grade twelve. This has been made more reliable by the introduction of more questions of the objective type. There is greater emphasis than formerly on "sight" passages. There are still questions, of course, devoted to vocabulary, verb forms and idioms necessary for conversational use or reading comprehension. Within the limits imposed by a written type of examination an effort has been made to include questions which cannot be answered by

those who have little knowledge of French pronunciation and little conversational facility. It is felt that the new type examination measures with a high degree of accuracy general language power in French.

Minor changes were made in the texts for French 1 and 2.

In Latin 2 and 3, new cycles of reading Latin authors were prescribed for 1946-47 and subsequent years.

(g) *Music.*

During the past few years information and regulations respecting the high school Music courses were scattered among several different publications; during 1946 this content was revised, and consolidated in Bulletin 7. The major revision had to do with the relationship of the Music courses to recognized Examining Boards of Music and was done under the direction of the University Committee on Music. This committee, which held meetings on January 25th and May 22nd, consists of the following persons:

Dr. Robert Newton, President of the University of Alberta, Chairman.

Professor John Reymes-King, Vice-Chairman and Convener.

Dean Macdonald, Dean of the Faculty of Arts and Science.

Dean LaZerte, Dean of the Faculty of Education.

Mr. Donald Cameron, Director of Extension.

Dr. W. H. Swift, Deputy Minister of Education.

Mr. M. L. Watts, Director of Curriculum.

Mr. B. E. Walker, of the Examinations Branch.

(h) *Technical Subjects.*

Considerable research and other preliminary steps were taken before final revisions were effected in Technical Electives, Farm and Home Mechanics and Drafting. All Shop Instructors in the Province were circularized requesting suggestions and course improvements and a number of meetings of Shop Instructors were held in Calgary and Edmonton with the Supervisor of Industrial Arts acting as Chairman.

In the new outlines, new course reference books are recommended that are modern, accurate and adaptable to the various programmes.

To meet the needs of students who wish to take one of these new courses for less than eight credits, abbreviated courses can be arranged between the Instructor and the Supervisor of Industrial Arts.

(i) *Agriculture.*

Two new elective courses, viz., Plant Science and Animal Science, have been included in the high school programme on an experimental basis. These are to be offered only in schools where practical work can be provided under instructors possessing special qualifications and training in agriculture.

The general statement submitted to the Department by our Subcommittee on Agriculture reads in part as follows:

"The primary aim of teaching vocational agriculture is to give prospective farmers such training as will enable them to be

successful in their community. The training objectives may be stated as:

1. To produce and market agricultural products efficiently.
2. To co-operate intelligently in economic activities.
3. To establish and maintain a satisfactory farm home.
4. To participate in worthy rural, civic and social activities.
5. To use scientific knowledge in farming.
6. To exercise constructive leadership and to recognize and follow worthy leadership.
7. To become established in farming.

"The outline is based upon the principle that effective teaching for any vocation calls for a directed participation in the vocation and a first hand acquaintance with it. It follows, therefore, that supervised practice must play a large part and that classroom study must grow out of the supervised practice of the pupils.

"A somewhat similar programme has been carried out very successfully through the years by our provincial schools of agriculture, and on a large scale for over a generation in the United States. The proposed programme is intended to reach a much larger number of our rural young people in their home communities. It is to be hoped that the introduction of this course into our high school programme will further the development of an effective system of community schools.

"The young people in our high schools today, who may contemplate life in the rural community of tomorrow, must be so trained that they will insure by their practices and their leadership that present productive qualities of our lands shall be maintained, that no deterioration shall result through pollution or poor farming methods, that the farming communities may be so ordered in the post-war period, that practices of co-operation are evident in developing those economic units of operation which will be necessary for survival in competition with other countries. The best current thought recognizes the necessity for the development of attitudes favorable to co-operative practices in vocational as well as in social activities."

A few centres have given serious consideration to the inclusion of these courses in their high school programme. However, because of lack of proper facilities and qualified instructors, the programme is underway in only one school in the Province. The school referred to is at Cardston; the course in Animal Science has been placed on the school programme at that centre.

Intermediate School Curriculum Committee.

The members of the Intermediate School Curriculum Committee are:

1. Mr. M. L. Watts, Director of Curriculum (Chairman).
2. Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).
3. Mr. T. C. Byrne, Superintendent of Schools (Vice-Chairman).
4. Mr. H. A. MacGregor, Faculty of Education.

5. Mr. H. D. Cartwright, Principal of Balmoral Junior High School, Calgary.
6. Mr. Murray W. MacDonald, representative of the Alberta Teachers' Association.

The Intermediate School Curriculum Committee met on March 25th and October 25th. A few changes in the curriculum were consummated and sub-committees set up to consider further revisions for 1947. The following account will indicate the major items of work that were completed under the direction of this committee during 1946:

Some consideration is being given to the advisability of changing the name "Intermediate" to "Junior High." The chief reason for thinking of this change is the fact that the term "Intermediate" is used in many parts of the United States to designate Grades IV, V and VI whereas, in our Province, it is used for Grades VII, VIII and IX. We find, therefore, that the professional literature emanating from across the border is confusing with respect to the use of the word "Intermediate."

(a) Sub-committees of the Intermediate School Curriculum Committee:

1. *Social Studies*: During the year, a bulletin on "Social Studies in the Intermediate Grades" has been specially prepared to help teachers clarify their objectives in the Social Studies courses and to suggest suitable methods in classroom procedures. From the many favorable comments received, apparently this publication has succeeded in meeting a long-felt need in our intermediate school classrooms.
2. *English*: A sub-committee was set up to survey the language textbook situation in the intermediate school. After a careful piece of work, the sub-committee reported that there was insufficient evidence to justify any immediate change from the current series "Junior Language Activities."

The sub-committee also reported that it favored a language workbook to supplement the exercises in the present texts, to be prepared in conjunction with the present texts. This recommendation was approved and a booklet called "Supplementary Exercises in Grammar" has been written and is on sale at the School Book Branch.

3. *Community Economics*: The sub-committee, which was set up to examine our course in Community Economics with a view either to revising it or planning a better course, finally recommended to the Intermediate School Curriculum Committee that a new complete course be written for this subject. This recommendation was approved and the work was carried out under the direct supervision of the Curriculum Branch. A new and attractive booklet for this course is now on sale at the School-Book Branch. The course is organized around community and provincial themes which are grouped in two cycles—A and B. In cycle A the following themes are listed and given careful and complete outline:

- (1) Major topic: Our Provincial Government.

- (2) Minor topics: Our Club.
Our Municipality.
Our Insurance.
Our Home.

In cycle B we find:

- (1) Major topic: Our Farm or Our Store.
(2) Minor topics: Our Club.
Our School.
Our Car.
Our Farm or Our Car.

For extra help and guidance in this course, two excellent booklets were written and published during the year: "Our Provincial Government," and "Our Farm."

4. *Free Reading*: A book list called "Reading for Pleasure" was written and published during 1946. This book was prepared with the advice and assistance of the Alberta Library Association. The books listed are grouped under specific themes of student interests. All titles are expertly annotated. This is undoubtedly the finest book list that has been published by our Department for these grades.
5. *Report Cards*: During the year a sub-committee was set up to study the matter of revising the intermediate school report card. This piece of work was undertaken because the particular report card under study did not enjoy universal appeal. The new report card was drafted and printed and is now being distributed from the Department to those who wish to use it. Some of the prominent features of this new report card are:
 - (1) The number of items on which to report have been greatly reduced with respect both to personality traits and school subjects.
 - (2) A five-point scale for grading students is recommended for use. Letter grades are recommended for use rather than percentages. As a five-point scale is used in Alberta in our examination system, this new departure will make for greater uniformity throughout the Province.
6. *Industrial Arts*: The name "Industrial Arts" has been substituted for "General Shop" to designate the technical subjects contained in the intermediate-school programme.

The following two sub-committees have been appointed by the Intermediate School Curriculum Committee to consider further revisions for 1947:

- (1) To inquire into the supply of suitable workbooks for the teaching of remedial reading in Grades VII, VIII and IX. (Chairman: Mr. H. A. MacGregor, Faculty of Education).
- (2) To revise the Grade IX Social Studies course and textbook. (Chairman: Mr. T. C. Byrne, Superintendent of Schools, Foremost).

Elementary School Curriculum Committee.

The members of the Elementary School Curriculum Committee are:

1. Mr. M. L. Watts, Director of Curriculum (Chairman).

2. Mr. A. B. Evenson, Associate Director of Curriculum (Secretary).
3. Mr. L. B. Yule, Superintendent of Schools (Vice-Chairman).
4. Miss Olive Fisher, Faculty of Education.
5. Mr. A. G. Bayley, Supervisor of Elementary School Instruction, Edmonton Public School Board.
6. Mr. E. C. Ansley, representative of the Alberta Teachers' Association.
7. Mr. D. T. Oviatt, Superintendent of Schools.

The Elementary School Curriculum Committee held meetings on March 29th and October 21st. Several major curriculum problems came before this committee during the past year, chief of which was the discussion and consideration of the complete revision of the elementary-school programme which is being undertaken at the present time.

(a) *Revision of Programme of Studies:*

Early in the year, a sub-committee was set up to study the need and advisability of revising the elementary school programme of studies. The report of this sub-committee contained the following recommendations and suggestions:

1. That we re-affirm our belief in the philosophy underlying the integrated programme.
2. Having in mind the differing backgrounds and conditions in urban and rural areas, the sub-committee feels that the integrated type of programme, because of its flexibility, is best suited to the needs of all Alberta children.
3. Due to present limitations of training and ability of many Alberta teachers, we suggest that the elementary curriculum committee take the following steps:
 - (a) That there should be set out for the integrated programme in Division II of the elementary school, a more specific framework of content in the fields of Health, Science and Social Studies. This, if possible, should be incorporated into the regular programme of studies, rather than set out in a supplementary bulletin.
 - (b) In order properly to implement this suggestion there should be published a minimum library list for schools, with adequate reference material, for this basic content.
 - (c) We recommend that the Elementary School Committee prepare a form for recording the theme and scope of enterprises taken during the year, and that this form be part of the school register.
4. That since the integrated programme does not lend itself to sectional or piecemeal revision, we recommend that a sub-committee be set up to make a continuing and comprehensive study of its structure and scope, to receive submissions from responsible educational bodies, and to make recommendations for modification and revision.

Following receipt of the above report, steps were taken to recommend that such revision be commenced at once. It was decided that a qualified superintendent should take charge of the work by reason

of his experience in the field and his contacts with other superintendents throughout the Province. Mr. D. T. Oviatt, M.A., Superintendent of Schools, Taber School Division, was selected to direct this revision and commenced his duties with respect to it on September 1st. The revision is now in process and is to be ready for publication and distribution during the fall of 1947.

In order to clarify more specifically the task involved and to expedite the reorganization of the elementary school curriculum, Mr. Oviatt submitted to the Department and interested groups of educationists a list of "Guiding Principles" and a "Tentative Outline of Action." These were approved and now form the basis of our revisionary work.

Guiding Principles

1. The philosophy of the Activity Movement in education is accepted as valid and sound. The Enterprise technique, both for methodology and subject matter organization, shall remain the substantial basis for revision.
2. The revision shall aim at a better implementation of the Activity programme and toward that end shall
 - (a) re-state our basic objectives.
 - (b) re-emphasize the place of skill subjects and formal lesson procedures.
 - (c) set forth the best classroom practices and procedures that have developed in Alberta and elsewhere during the past six years.

The present effort should not in any sense be considered nor publicized as a new programme.

3. A specific pattern, definite, concrete and in broad areas prescriptive, must be set up for the guidance of the large body of teachers who, for various reasons, have been giving inadequate treatment to the Enterprise. The most desirable type of programme will attempt to:
 - (a) specify essential coverage for the benefit of the very weak teacher.
 - (b) encourage by suggestion the experimentation and innovations that tend to promote in-service improvement and teacher growth.
 - (c) offer freedom of action to those teachers who have been planning and executing units of work on a completely satisfactory scale.
4. The revised publication shall confine itself largely to statements of course organization, subject content, desirable student attainment, and in some instances, definite information regarding treatment of specific topics or items. It shall delete in large measure expositions on psychological background, on pedagogical theory and on teaching methods. But it shall be supplemented by a series of bulletins aimed at covering these important fields so deleted, as well as any new materials that may be deemed vital and useful.
5. Whenever possible, notably in mathematics and language, a strong correlation shall appear between the statement of the programme of studies and the authorized texts.

Consideration has been given to the question of whether the course should be published in:

- (1) one complete programme plus a number of bulletins on methodology,

Or

- (2) a series of bulletins combining both course content and teaching instruction.

The Elementary School Curriculum Committee, by motion, approved the principle of publishing the prescribed course of study in a booklet devoted solely to such content with material on education psychology and methodology set forth in supplementary bulletins.

Tentative Outline of Action

1. To delete the "Introduction" dealing with phases of child psychology and growth and to provide, instead, supplementary bulletins on appropriate topics.
2. To reorganize the Enterprise section by:
 - (a) clarifying the meaning of the enterprise;
 - (b) devising a Scope and Sequence pattern that aims to:
 - (1) centre around the concept of man's struggle toward the solution of universal problems of organized social living.
 - (2) relate all relevant areas of study to this struggle improvement.
 - (3) recognize child maturation and interest in selection of materials.
 - (4) guarantee some unity and coherence in topic and coverage from grade to grade and year to year.
 - (c) bringing the major enterprise activity for the year within the prescribed framework.
 - (d) planning the Enterprise activities in Division I to correlate closely with the centres of interest in the new reading series for those grades.
 - (e) insisting in Division II on more adequate treatment of our province and nation.
 - (f) including a summary of expected attainments in the fields of Geography, History, Science and Health.
 - (g) pointing out desirable outcomes in the field of character education.
3. To allow latitude in the selection of "projects" (Health, Elementary Science and Nature Study) to be undertaken quite apart from the main Enterprise programme and to be carried as parallel activities.
4. To maintain the cyclic organization in Language and definite conformity to the authorized text in both Language and Mathematics.
5. To present a clear statement of organization, content and pupil achievement in Art, Music and Physical Education.
6. To establish a departmental service to render varying degrees of assistance and prescription to individual teachers in the planning and execution of Enterprise.

(b) *Province-Wide Testing Programme.*

Because of general concern among educators and interested persons with respect to the progress and achievements of elementary students in the essential skills, a decision was finally made to launch upon a province-wide testing programme.

Since the entire matter of provincial testing in elementary grades is experimental in Alberta, our first efforts can justifiably be kept on a limited plane. For the current year, it is proposed to limit the field to arithmetic, language and reading at the sixth grade level only. Decisions regarding further expansion or even continuation of the programme can be postponed until the results of the current effort are at hand.

Such a testing programme, limited as it may be, should serve a number of sound purposes:

1. It should provide reasonably accurate data with respect to the competency of Grade VI children in Alberta within these fields, depending always, of course, on the validity of the test instruments devised and used.
2. From the development of provincial norms and standards, teachers should get some insight into the validity of their own personal judgments with respect to general class attainments.
3. This testing programme should offer some guidance to the curriculum committees.
4. The experience derived from this 1946-47 programme should be revealing as to the desirability of local test construction, scoring procedures, teacher administration, and similar considerations under observation for the first time.
5. There are, undoubtedly, certain trends with respect to competency in skill subjects arising from teacher training and teacher quality, textbook changes and curriculum revision. These tests should serve to set a "bench-mark" from which we may judge any change that future testing may reveal.

Mr. D. T. Oviatt, M.A., Superintendent of Schools, Taber School Division, Taber, Alberta, has the responsibility for the direction of this testing programme in addition to the revision of the elementary school programme. At the present time, he is busy preparing and assembling suitable test materials in the areas designated above. It is hoped that the testing programme can be launched early in 1947 and completed by mid-summer of that year.

(c) *Reading.*

Miss O. Fisher, chairman of the sub-committee set up to study problems related to reading in the elementary grades, submitted the following report early in the year on the work of her sub-committee and the deliberations of the Interprovincial Committee on Reading at meetings held at Vancouver and Toronto. The following is a brief summary of her report which gives the present status of the "reader" situation in this province:

1. Three series have been approved for the western provinces:
Canadian Parade series: J. M. Dent.
Canadian Reading Development series: Copp Clark.
Highroads to Reading series: Thomas Nelson.

2. Sufficient copies of the latter two series were made available for Grade IV pupils only, for the year 1946-47.
3. Since no readers of either Canadian or American publishers were available in quantity for Grades V and VI, schools continued to use the readers they had on hand. However, to assist in the development of reading skills, the following workbooks were distributed in September, 1946, to the full enrolment of each grade:
 - (a) Grade VI—Reading Development Workbook.
 - (b) Grade V—Reading Exercises.

(d) *Free Reading.*

A committee of Edmonton teachers assisted by members of the Alberta Librarians' Association prepared an annotated list of books for the leisure reading of boys and girls of the Elementary and Intermediate schools. This was approved by the Curriculum Branch and published by the School-Book Branch in a booklet entitled "Reading for Pleasure."

(e) *Arithmetic, Language and Music.*

During the year, sub-committees on these three elementary school subjects surveyed the textbook field and carried out an extensive piece of classroom research in order to discover the most suitable series of textbooks for each of these subjects. The final reports of these sub-committees recommended the authorization of the following series of books:

1. Arithmetic—"Study Arithmetics" by Scott, Foresman & Co.
2. Language—"Language for Meaning" series by Houghton Mifflin Co.
3. Music—"The Canadian Singer" by the World Book Co.

All these recommendations were approved by the Elementary School Curriculum Committee and at present revisions for each series are in process. Revised editions are to be ready for distribution to Alberta classrooms for the fall term in 1947.

B.—GUIDANCE

A Guidance Sub-committee, under the leadership of Dr. H. E. Smith, was set up late in 1945 by the High School Curriculum Committee to study the whole question of guidance with respect to the needs of our Province and to bring in recommendations as to what might and should be done. At the meeting of the High School Curriculum Committee on February 22nd the following two important resolutions were adopted:

- (1) That this Committee (High School) is of the opinion that the first step necessary in instituting a guidance programme is the appointment of a Provincial Director of Guidance.
- (2) That before the Minister is approached on the matter of appointing a Provincial Director of Guidance, the sub-committee on Guidance be asked to prepare a statement indicating the need for guidance work, the methods to be employed, and the duties of the Director.

In accordance with the above resolutions the sub-committee in March submitted eleven proposals, which, condensed are:

- (1) Grades VII to XII inclusive should have one period a week for counselling and guidance.
- (2) The period should include discussion of programmes of study, educational opportunities, personal problems, social adjustments, occupations and employment.
- (3) A full-time Director of Guidance should be employed by the Department of Education.
- (4) Source materials should be made available by the Department of Education.
- (5) Testing materials should be supplied to school boards at cost.
- (6) Special grants should be available.
- (7) Divisional superintendents should encourage guidance service.
- (8) Instruction in Guidance principles should be given at the Faculty of Education.
- (9) School boards should be encouraged to provide half-time or full-time supervisors of guidance.
- (10) The Director should keep a file of the most capable students in Alberta schools.
- (11) A cumulative record form, and a transfer form should be made available for essential guidance data in schools.

At the May 10th meeting the sub-committee on Guidance presented a brief, "Guidance in Alberta Schools." This comprises three parts, viz., Part I—The Need for Guidance; Part II—The Form of Organization; Part III—Appointment and Duties of a Provincial Director of Guidance.

C.—EXAMINATIONS AND STANDARDS OF ACHIEVEMENT

One of the major responsibilities of the Curriculum Branch is the supervision of the Provincial examination system. Most of this responsibility is carried by the Associate Director, who is Vice-Chairman of the High School and University Matriculation Examinations Board and Chairman of the High School Entrance Examination Board. In these capacities, he is chiefly concerned with the setting and marking of the examination papers, standards of achievement and statistical procedures. Certain phases of this work continue off and on throughout the year, and in the month of July, when papers are marked at an Edmonton school by selected sub-examiners, the Associate Director spends the entire month at the marking centre to exercise general supervision and direction.

Besides the Departmental examinations, there are other matters pertaining to the examinations field that are given supervision. At the end of 1946, for example, attention was being given to a province-wide testing programme for all grade six pupils. Furthermore, plans were being made to create tests that may be helpful for teachers in their evaluation of pupil growth in the non-examination subjects of grades ten and eleven.

During the year, considerable time was given to examination matters of the pre-matriculation classes that were operated at Calgary, Edmonton and Red Deer, for veterans of World War Two.

D.—SCHOOL BROADCASTS

The schedules for the spring and fall series of school broadcasts were as follows:

January 14th to April 12th				
	Elementary & Intermediate School		High School	
	10:30-11:00	3:00-3:30	5:30-6:00	8:15-8:30
Monday		Music	French 1	Literature
Tuesday	Science		French 2	Music
Wednesday		Speech Training		Soc. Studies
Thursday	Music		French 3	Vocation and Guidance
Friday	National			Science
October 7th to December 13th				
	Elementary and Intermediate School		High School	
	2:00-2:30	5:30-5:45	5:45-6:00	8:30-9:00
Monday	Music	French 1		Tales of Adventure (CBS)
Tuesday	Science	Win your World		
Wednesday	*Language	Today's Horizons	French 2	March of Science (CBS)
Thursday	Music	Science		
Friday	National	French 3		Music (CBS)

*Speech Training—2:00 to 2:15.

Through the Magic Door—2:15 to 2:30.

The planning of the school broadcasts and the general administrative arrangements are in the hands of three main committees: the National Advisory Council, the Western Regional Committee and the Alberta Radio Committee.

The National Advisory Council on School Broadcasting was set up in 1943 by agreement between the CBC and the Canada and Newfoundland Education Association. It includes representatives of each of the nine provincial Departments of Education, the Canadian Teachers' Federation, the Canadian Federation of Home and School, the Conference of Canadian Universities and the Canadian Trustees' Association. The Council holds an annual meeting in March (the first meeting was held in March, 1944) at which national school broadcasts for the coming school year are planned; the broadcasts are aimed at strengthening the sense of Canadian citizenship in the younger generation.

The Director of Curriculum attended the meeting of the Programme Committee of the National Advisory Council, held in Toronto on March 14th, 1946, and the sessions of the full Council on March 14th, 15th and 16th. He recommended that though the main aim of the broadcasts should continue to be the strengthening of the sense of Canadian citizenship, they should also foster respect for the principles of Christianity; although this recommendation was not acceptable to the Council, the members agreed "that it should be implicit in the working out of all national school broadcasts that their aim should be to counteract the excessive materialism that had colored our ways of thinking in the past and seek to cultivate in young people an idealistic approach to life."

As a result of the deliberations of the National Advisory Council, the CBC provided the following programmes for 1946-47, to be broadcast each Friday from October 4th to December 20th and January 10th to May 1st (April 4th and 11th being omitted because of Easter):

1. *They Build a Nation*—Eight programmes dramatizing in serial form the lives of famous Canadian explorers (Samuel de

Champlain, Lord Selkirk and John McDougall) from East and West. These are aimed at grades six to ten.

2. *Four Canadian Poets*—Four programmes dramatizing the lives of outstanding Canadian poets, and including readings from their works. These are also aimed at grades six to ten.

3. *Animals and Birds of Canada*—Five programmes in which a pair of youngsters go on a series of imaginary field trips to explore animal and bird life in the main geographic regions of Canada. Special pictures will be made available to the schools by the Royal Ontario Museum, Toronto. These are aimed at grades three to six.

4. *Shakespeare's "Macbeth"*—Five programmes presenting in serial form a complete dramatic reading of "Macbeth," for high school students studying English.

5. *The Adventure of Canadian Painting*—Five programmes dramatizing the lives of well known Canadian artists. This series is a sequel to the successful series given in the two previous years; it is aimed at grades six to ten.

Each broadcast also contains a short news summary.

Officials of the CBC advised the members of the Council that the broadcasts of the American School of the Air would also be made available by the CBC, through the courtesies of the Columbia Broadcasting System, to the schools of any province at the request of its Department of Education. Alberta is carrying three of the CBS series at 8:30 to 9:00 p.m. over CKUA on Mondays, Wednesdays and Fridays respectively.

The Western Regional Committee on School Broadcasts, consisting of representatives of the four western provinces, was set up in Saskatoon on August 30th, 1943; subsequent meetings were held in Winnipeg (March, 1944), Banff (August, 1944), Edmonton (February, 1945), and Regina (February, 1946).

The following persons attended the meeting in Regina: Mr. H. Janzen, Director of Curricula, Regina (Chairman); Mr. J. Kent, Supervisor of School Broadcasts, Regina; Miss Gertrude McCance, Provincial Normal School, Winnipeg; Mr. P. J. Kitley, Director of School Broadcasts, Vancouver; Mr. M. L. Watts, Director of Curriculum, Edmonton; Mr. R. S. Lambert, Supervisor of Educational Broadcasts, CBC, Toronto; Mr. Dan Cameron, CBC, Winnipeg.

In addition to discussing common problems relating to school broadcasts, (teacher-training with respect to radio, radio licenses, manuals and posters, script writing, production difficulties, copyrights, evaluation of the various series, etc.), the committee made arrangements for the following joint series for 1946-47, each series to consist of ten pre-Christmas and ten post-Christmas broadcasts.

Science on the March.

After the general content of the series was agreed upon by the committee, responsibility for writing the twenty scripts was divided equally among the four provinces, it being arranged that the scripts be circulated among the four provinces in both draft and finished forms for criticism and final approval. In Alberta the scripts were written by members of the Correspondence School Branch, who did very satisfactory work; this was a departure from the previous procedure of having the scripts written by professional script writers.

The CBC produced the programmes in their studios in Vancouver and Winnipeg and released them over their lines to the four provinces. In Alberta the series was heard from 2:00 to 2:30 p.m. on Tuesdays.

Intermediate Music.

It was agreed that in this series the ten broadcasts before Christmas would be written by British Columbia and produced by the CBC in CBR, Vancouver, while the ten broadcasts after Christmas would be written by Manitoba and produced by CBC in CKY, Winnipeg.

In both series the expenditures are divided equally among the four provinces. Thus, while a higher quality of dramatic talent and more extensive production facilities are available, the costs are reduced for each province; it is felt too that script writers benefit very considerably from the interprovincial consultations and criticisms.

The Alberta Radio Committee advises the Curriculum Branch with respect to all Alberta school broadcasts originating either locally or from outside the province. The personnel of the committee is as follows: Mr. M. L. Watts (Chairman); Mr. G. F. Bruce, Director of the Correspondence School Branch; Mr. E. M. Erickson, Superintendent of Schools; Mrs. G. C. Higgin, Faculty of Education, Edmonton; Miss Rae Chittick, Faculty of Education, Calgary; Mr. A. B. Evenson, Associate Director of Curriculum (Secretary). Meetings of the committee were held February 8th and December 6th. At the February meeting an important change was approved with respect to the administration of the broadcasts sponsored by the Correspondence School Branch. Since 1942 the Correspondence School Branch has conducted broadcasts in French, Social Studies, Guidance and more recently, also in Science; these broadcasts have been prepared mainly for its own students but they have gradually been attracting a wider audience of other students and adults and it is felt that it is now time to recognize this wider function and have the broadcasts so produced that, without diminishing their value to the students of the Correspondence School Branch, they can serve the needs of other high school students and also aim to fulfill the purpose of co-study broadcasts by striving to obtain the interest of parents and other adults interested in our schools; and further, since it has been demonstrated that some members of the staff of the Correspondence School Branch possess a high degree of talent for script writing, and can take charge of production when necessary, it was agreed that the administration of all broadcasts of the Department of Education should become the responsibility of the Curriculum Branch, working with the advice of the Radio Committee and in close relation with the Correspondence School Branch. This turned out to be a very successful arrangement, Mr. Bruce and his staff co-operating whole-heartedly and providing invaluable assistance in connection with all the broadcasts.

Upon the advice of the Radio Committee the two series, "Elementary Music" and "Speech Training," which were sponsored during the spring term, were continued for the full school year 1946-47, with the "Speech Training" series being reduced from a thirty-minute to a fifteen-minute broadcast, the fifteen minutes thus made

available being used for a language series entitled "Through the Magic Door," which was directed mainly to Division I.

Mrs. Janet McIlvena McLeod of Lethbridge continued to produce the series, "Elementary Music," and Mrs. G. C. Higgin of the Faculty of Education, continued with the "Speech Training" series; both of these series; broadcast on Mondays and Wednesdays respectively at 2:00 p.m. have been well received for several years. "Through the Magic Door" was prepared by Miss Doris Berry and Mrs. Helene Jackman, both of the Correspondence School Branch, and was broadcast at 2:15 to 2:30 p.m. on Wednesdays. All the 5:30 broadcasts were prepared by members of the Correspondence School Branch, who also prepared the Guides, or manuals, and the posters, which now deal with both the in-school and out-of-school broadcasts.

Station CKUA has produced all the local series except "Elementary Music," which has been produced by CJOC, Lethbridge, and has taken charge of their release and distribution to CJCJ, Calgary; CFGP, Grande Prairie; and CHAT, Medicine Hat. Mr. Blake, Mr. MacDonald and Mr. McRae of CKUA have been very co-operative and have put forward their best efforts to make the broadcasts as successful as possible. CKUA and CFGP carry all the school broadcasts; CJCJ carries the 2:00-2:30 broadcasts only; CJOC carries only the one broadcast, "Elementary Music," and CHAT carries "Elementary Music" and "Speech Training." Since the range of our chief carrying station, CKUA, is limited, there are, unfortunately, still many schools that cannot receive the Tuesday, Thursday and Friday 2:00 o'clock broadcasts or any of the 5:30 broadcasts.

A sub-committee on Evaluation, chaired by Superintendent Erickson, was set up by the Radio Committee at its first meeting, November 22nd, 1945, to investigate the effectiveness of the various series. In the previous September the Director, through the Superintendents, had asked a number of teachers to report informally to Mrs. McLeod and Mrs. Higgin on the "Elementary Music" and "Speech Training" series respectively. Their reports were consolidated and presented to the Radio Committee and passed on to the sub-committee.

The sub-committee extended its inquiry to the other in-school broadcasts and prepared and distributed questionnaires to selected panels of teachers throughout the Province during January and February of this year. This survey showed that about seven hundred classrooms possessed radios and that of these about five hundred were regularly using at least one of the programmes. "Elementary Music" was the most popular series, "Speech Training," "Science on the March," The National Series and "Intermediate Music," following in order. Valuable suggestions for the preparation and production of the series for the next fall and spring were obtained from the analysis of the voluminous returns. The replies were almost unanimous with regard to the worthwhileness of the broadcasts and the desirability of their continuance, as indicated in the following paragraph from the Chairman's report:

"Ninety-two per cent say that the broadcasts help in the attainment of educational objectives. This seems rather a significant indication of the teachers' general approval of the broadcasts. These

teachers are almost unanimous in their opinion that the broadcasts stimulate the pupils' interest to a marked degree. They comment also on the training the broadcasts provide in habits of listening and desire on the part of the pupils to seek further information. One teacher remarks on the living quality which cannot be provided in books; another that the broadcasts are the equivalent of a visiting teacher who is an expert in his particular subject. Some teachers say that the broadcasts provide the only music experiences available in their rural schools."

By the fall of 1946, it was considered desirable to have more detailed reports concerning each series. Consequently, five teachers were appointed to prepare written criticisms of the five series, each reporting weekly on a given series. Their reports were consolidated and presented for study to the Sub-committee on Evaluation. A member of the Correspondence School Branch was added to the sub-committee, the membership thus becoming: Superintendent Erickson, Miss Doris Berry of the Correspondence School Branch, Miss Bertha Newton of the Faculty of Education and Mr. L. Olson, Principal of McKenzie School, Tofield.

E.—AUDIO-VISUAL AIDS

Miss M. L. Grant, who had been in charge of the Audio-Visual Aids Branch since its inception, retired in July, 1946. Mr. D. S. Hamilton, B.Sc., succeeded her on August 1st, 1946. The staff, which in January consisted of Miss Grant and two clerks, has increased so that now in addition to Mr. Hamilton there are four stenographers plus one film-servicing and shipping clerk. Mr. Hamilton's duties as Supervisor of the Audio-Visual Aids Branch are being extended to include a certain amount of field work. In November, he addressed the Edmonton Branch of the Women's Institute on the use of visual aids in schools. In December, he attended a conference at Fairview of School Superintendents and representatives of the National Film Board, which discussed co-operation between the Audio-Visual Aids Branch, the recently formed Teachers' Film Council in Peace River, and the projectionists in the Grande Prairie, Spirit River, Peace River and High Prairie School Divisions. He also wrote a short article entitled "Learn by Seeing" for the October issue of the Home and School News.

Publications: The following new catalogues were issued during the year:

"An Audio-Visual Aids Manual—Supplement, September, 1946."

"Visual Aids Bulletin—Filmstrips."

"Visual Aids Bulletin—Flat Pictures and Lantern Slides."

Screening Committee: The Screening Committee consists of: Mr. J. W. Gilles, M.A., M.Ed., Faculty of Education (Chairman), Mr. H. A. MacGregor, M.Sc., Faculty of Education, Miss Clara Tyner, Garneau Elementary School and Mr. H. B. Doughty, Principal of Calder Junior High School. Mr. W. D. McDougall, M.A., acted as Chairman during the absence of Mr. Gilles from January to August. The committee, which meets on Tuesday evenings and Thursday afternoons, held fifty-six screening sessions from January 1st to December 31st; Mr. Hamilton attended all sessions held since his appointment in August.

Stock on Hand: At December 31st, the Audio-Visual Aids Branch had the following stock on hand:

	No. of Titles	Duplicate Prints	Extended Loan	Total
Sound films	286	8	56	350
Silent films	262	112	27	401
Filmstrips	537	103	44	684
Lantern Slides	80 sets			
Flat Pictures	50 sets			

Approximately 300 films have been added to the library during the calendar year. At least 80 of these were used prints of silent films purchased at a reduced price from the Department of Extension, University of Alberta.

National Film Board: The National Film Board have seven Field Representatives in Alberta, all of whom give some service to schools. Four of the representatives—those in the Camrose, Bonnyville, Wetaskiwin and Red Deer divisions—carry with them each month a programme of films obtained from the Audio-Visual Aids Branch; these films, in addition to the films of the National Film Board, which have been approved by the Branch, are available to the ten to twenty schools which each representative visits each month. In the four school divisions of Peace River, High Prairie, Grande Prairie and Spirit River, a co-operative arrangement exists whereby the salaries of the projectionists are paid by the school divisions while the equipment and travelling expenses are provided by the National Film Board; the projectionists give showings in the schools during the day time and present the National Film Board programmes during the evenings.

Circulation: As shown in the circulation report following, the shipments of films for September to December, 1946, are at least three times that of the corresponding period of 1945. There is reason to believe that the volume over the school year will be approximately in the same proportion. The same general situation applies to filmstrips.

AUDIO-VISUAL AIDS BRANCH
Circulation Report
(June, 1945 to December, 1946)

	Films		Filmstrips		Lantern Slides		Flat Pictures		Total
	Number of Shipments	Number of Films	Number of Shipments	Number of Filmstrips	Number of Shipments	Number of Slides	Number of Shipments	Number of Sets	
June, 1945	27	60							8
September	8	21							83
October	63	197	6	27			14	26	153
November	92	252	38	197			23	50	93
December	64	186	22	93			7	10	205
January, 1946	151	449	39	200			15	33	267
February	208	655	50	238			9	17	377
March	288	874	81	332			8	14	269
April	195	665	63	248			11	17	330
May	254	791	60	281			16	34	132
June	92	266	30	122			10	32	89
September	74	231	14	47			1	5	277
October	242	699	33	200	2	5			392
November	325	825	59	277	3	8	5	14	266
December	213	624	47	222	3	9	3	6	

Audio-Visual Aids Committee: With respect to matters concerning the Audio-Visual Aids Branch, the Directors are advised by an Audio-Visual Aids Committee, the personnel of which is as

follows: Mr. M. L. Watts (Chairman); Mr. L. W. Kunelius, Superintendent of Schools; Mr. J. W. Gilles, Associate Professor, Faculty of Education; Mr. Murray MacDonald, Principal, University Intermediate School; Mr. D. S. Hamilton, Supervisor of the Audio-Visual Aids Branch; and Mr. A. B. Evenson (Secretary). The committee held meetings on May 27th and December 18th.

F.—ALBERTA FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

The Director has continued to act as the representative of the Department on the Executive Committee of the Alberta Federation of Home and School Associations; he attended the Annual Convention held in Olds on April 16th, 17th and 18th, 1946, and the full executive meeting which took place in Calgary on November 9th, 1946.

At the Annual Convention the following were installed in office and appointed to committees for the year 1946-47:

Honorary Officers

Honorary President	Mrs. A. M. Curtis, Calgary
Honorary President	Hon. R. E. Ansley, Minister of Education, Edmonton.

Executive Committee

President	Mr. G. F. Bruce, Edmonton.
First Vice-Pres.	Mrs. N. S. Symons, Calgary.
Second Vice-Pres.	Mrs. J. D. A. MacDonald, Ed- monton.
Third Vice-Pres.	Mr. Findlay Barnes, Rocky Mountain House.
Fourth Vice-Pres.	Mrs. A. N. Hutchinson, Calgary.
Fifth Vice-Pres.	Mr. W. L. Perley, Calmar.
Sixth Vice-Pres.	Mrs. A. S. Bird, Edmonton.
Recording Secretary ...	Mrs. W. G. Munch, Calgary.
Corresponding Secretary ...	Mrs. E. H. Dinzey, Calgary.
Treasurer	Mrs. E. H. Boalch, Calgary.
Immediate Past President ...	Mrs. T. K. Lockwood.
Representative to Dept. of Education	Mr. M. L. Watts, Director of Curriculum, Dept. of Educa- tion.

Editor, Home and School

News	Mrs. W. R. Salt, Calgary.
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Committee Chairmen

1. Organization & Extension	Mrs. N. S. Symons, Calgary.
2. Education (School)	Mr. J. C. Jonason, Edmonton.
3. Publications (Saleable lit- erature and Home and School Subscription list) ..	Mrs. A. S. Bird, Edmonton.
4. Finance	Mrs. D. MacLeod, Calgary.
5. Programmes, Loan Litera- ture	Mrs. J. R. Kerr, Calgary.
6. Community Standards	Mrs. Lola Flood, Vauxhall.
7. Parent Education	Mrs. R. Anderson, Edmonton.
8. Founders Day & Education Week	Mrs. C. C. Hallam, Calgary.

9. Constitution, Parliamentary Procedure Mrs. A. N. Hutchinson, Calgary.
 10. News Board Mr. Munroe MacLeod, Calgary.

Council Presidents

- Edmonton Dr. A. G. McCalla, Edmonton.
 Calgary Mrs. W. M. Pecover, Calgary.
 Olds Division Mrs. A. T. Kemp, Olds.

The strength of the Federation is growing as its numbers increase and its organization becomes more compact and more firmly based; a factor which this year greatly added to the effectiveness of the Federation was the successful publication of an eight-page monthly newspaper, "Alberta Home and School News," under the highly competent leadership of its editor, Mrs. W. R. Salt. Association with the work of the Federation cannot fail to impress one with the valuable contribution it is making in enlarging the understanding of the public mind with regard to education in Alberta.

G.—ADULT EDUCATION

The following report has been prepared with the assistance of the secretary of the Alberta Adult Education Association, Mrs. Margaret Good; Mrs. Good was appointed by the executive of the Association at its meeting of October 30th, and began her duties on November 1st.

Adult education in Alberta has been slightly retarded during the past year, due to the resignation of the secretary, Mr. Leonard Bercuson, who has taken up a new position with the Zionist Movement, and the difficulty experienced in obtaining a suitable successor.

In the programme planned for the Alberta Adult Education Association for 1946, the executive decided that an effort should be made to organize a number of new centres, and during the first three months of the year meetings were held in the following places: Beiseker, Bellevue, Blairmore, Brooks, Camrose, Didsbury, Hinton, High River, Lloydminster, Magrath and Strathmore. The meetings were addressed by a representative of the Association, the aims and advantages of adult education were outlined, and plans were discussed for the organization of community councils, adult classes, radio listening groups and community centres. Actual organization took place, following these meetings, in a number of communities. For instance, Strathmore has displayed an active interest in adult education and has organized a community council which is sponsoring classes in co-operation with the local Home and School Association, and is also planning and collecting funds for the establishment of a memorial recreation centre. High River also has organized a community council and is at present making a determined drive for funds for a memorial community centre, at the same time showing a keen interest in adult education though no classes have as yet been organized.

Throughout the province there is a strong feeling in both larger towns and rural communities, in favor of the establishment of community centres as permanent peace memorials. Requests from different points, such as Clive, Elmworth, Irma, Jarvie, Pincher Creek, Sundre, Taber and Tofield, have been received at the office

of the Association, asking for information and material on the planning of this type of adult education. These points have been provided with accurate information on successful community centres already established in various parts of Canada and United States.

Requests have also come in from time to time from different parts of the Province for material to assist in the formation of adult education classes, study groups, citizens' forums, etc., and a variety of literature has been supplied to them. At least two of these centres, after receiving material from the office of the Association, have formed community councils without further assistance and are now carrying out ambitious programmes. One of these towns is Sundre, where a community council was formed and a programme is being carried out which includes plans for a \$10,000 community centre, local park improvement, development of a permanent rink, organization of art, dramatic and book clubs, as well as the regular showing of the National Film Board films. Another point is Vilna, where twelve leading citizens have formed themselves into a community council to study town planning and sponsor classes in psychology. In spite of drawbacks which have been experienced recently, there would seem to be a growing awareness of the possibilities of adult education in Alberta, and this Association feels that in another year there will be many more communities interested in this important work.

During March and April of this year, the Edmonton Council for Adult Education sponsored a very successful series of classes in Edmonton. These classes were offered in three schools and the courses included world affairs, home and town planning, psychology, health, public speaking and arts and crafts. This series was enthusiastically received, with an enrolment of over 2,000 persons. This Association offered assistance in organizing the classes by paying for printing of circulars and publicity in different magazines.

The Annual Meeting was held on June 26th at which there were representatives present from 28 of the constituent organizations. In his report, the President stressed the importance of the place adult education is rapidly assuming in the lives of Canadian citizens, and said that this is now being realized to a greater extent than ever before by the Dominion, as well as the Provincial Governments. In this connection, the President mentioned the support the Department of Education is giving to adult education in Alberta, both financially and through its representatives, and called attention to the fact that the Department of Education has decided to make a grant of \$3,500 to the Association for the fiscal year, beginning April 1946, for the continuance of its activities, and that with this assistance the Association would be able to carry on without difficulty for another year.

Mr. C. W. Gray, local representative of the National Film Board, described the Annual Conference of the Canadian Association for Adult Education held in May at Kingston. He stated that the general tone of the Conference was healthy; that there were no indications of provincialism or narrow sectional views. One of the conclusions reached was that both provincial and federal governments should encourage the development of travelling displays which would highlight the artistic, dramatic and musical achievements of Canadians. Mr. Gray stated that Alberta is well in the

forefront in the Dominion in the development of community organizations and the building of community centres.

Mr. Barnett reported on the work done by the General Curriculum Committee, having acted as representative of the Alberta Adult Education Association at the two meetings held by the Committee. He commented on the wholesome tone of discussions at these sessions, and the fact that the personnel of the Committee assured a well-balanced consideration of curriculum matters.

Mr. Bercuson reported on the Conference convened by the Alberta School Trustees' Association and the Alberta Teachers' Association in February, for the purpose of asking increased government grants in aid of education. Delegates from the Conference had presented their case to members of the Provincial Cabinet.

The following were named for the incoming executive: President, Mr. C. H. Grant; Vice-presidents, Mrs. W. Ross and Mr. E. E. Hyde; Mrs. E. E. Morton, Mrs. R. Schroter, Mr. Eric Ansley and Mr. M. L. Watts.

After the resignation of Mr. Bercuson, the policy of the Association with regard to its field and office work was changed. It had been felt for some time that it was too difficult for one person to organize the work throughout the province and at the same time attend to the work of the office. Since the funds available to the Association did not permit the employment of two persons, it was decided that a secretary should be employed to concentrate on the office work, and the co-operation of the Health and Recreation Branch of the Department of Education be asked in regard to the organization of the field work. Meetings between representatives of the Alberta Adult Education Association and the Department of Education were held and it was agreed that this might be a suitable arrangement. Accordingly the field work in connection with the organization of adult education groups is left mainly in the hands of the leaders of the Health and Recreation Branch under Mr. J. H. Ross and Mr. W. Hutton, their own programmes to be expanded to include this. At two conferences of the Health and Recreation Branch, held in Edmonton and Calgary during the month of December, representatives of the Association present, addressed the leaders and held discussions with them with a view to stimulating interest in adult education and solving any difficulties in the minds of the leaders in beginning this work.

CANADIAN VOCATIONAL TRAINING (ALBERTA)

(JOE H. ROSS, *Regional Director*)

In view of the changing character of the responsibilities of Canadian Vocational Training since its inception as Youth Training in 1937, and under its later name War Emergency Training, this report for the year will include a brief review of its history.

Canadian Vocational Training is a co-operative enterprise of the Dominion and Provincial Governments through their respective departments of Labour and Education. While The Vocational Training Co-ordination Act was passed in 1942, actually, this organization has been in existence since 1937 when the Dominion

Provincial Youth Training Agreement was signed as a measure of relief organization. Before its allotted span of five years had passed the training of war workers and of tradesmen for the armed forces had become the chief activity of the organization by this time known as the Dominion Provincial War Emergency Training Programme. In 1944 Canadian Vocational Training assumed its present name, a designation more descriptive of its co-operative and national character and of its continuing educational and training activities. At the present time, C.V.T. administers certain schedules of Youth Training, Student Aid, Supervisory Training, and its main activities, Technical Training of Apprentices and Rehabilitation Training of Veterans. It is interesting to note that education is a Provincial responsibility according to the terms of the B.N.A. Act, and when Federal participation is required in time of national need or emergency, it is obtained through the regular channels of Dominion Provincial Agreements. In general the agreements provide for 50-50 sharing of costs, though training of veterans is a 100% Federal responsibility. Both governments are represented in the administration by the appointment of the Regional Director who is also Director of Training for the Province. The present Director, except for a period of service with the Canadian Army, has acted in that capacity since 1937.

The Vocational Training Advisory Council is composed of representatives of some Provincial Departments of Education, of Labour, employers' and women's organizations, and meets periodically in Ottawa to advise the Minister of Labour on matters of policy and Federal administration of C.V.T. Dr. G. Fred McNally, formerly Deputy Minister of Education for Alberta, has acted as chairman of the body since its inception.

Youth Training. In October, 1937, the first centres offering Youth Training courses were opened in Edmonton, Calgary, Lethbridge, Drumheller, Blairmore, and Medicine Hat, and a Forestry course was opened west of High River. Courses were open to unemployed men and women between the ages of 18 and 30, with a three-fold function. First, they built up morale of the unemployed, and taught work habits to make them more employable; secondly, they enabled the youth of certain areas debilitated by unemployment or drouth to train for employment in other areas; and thirdly, it was a vocational guidance programme. Health and Physical Training were an important and compulsory aspect of the training.

From its inception until March 1939, 14,736 young men and women received training in the following courses:

- (1) Agriculture Short Courses—trained men and women in all aspects of their respective responsibilities in practical farming.
- (2) Forestry.
- (3) Household and Special Services—offered in Edmonton and Calgary for the training of urban young women.
- (4) Industrial and Commercial Courses—provided orientation or try-out courses, followed by training in industry.
- (5) Agriculture—provided training for specialized types of farms, fur, dairy and poultry, and school training at the provincial schools at Olds and Vermilion.

In 1940, marking the beginning of War Emergency Training, aero-engine and air-frame mechanics were trained in Youth Training centres and student aid was also initiated. The latter gives assistance to university students of proven ability who are in needy circumstances. From March 31, 1939, until March 31, 1940, 9,349 men and women received training, including 226 tradesmen for the R.C.A.F. under schedule 'G'.

War Emergency Training. The year 1941 brought a quickening demand for trained workers for war industries which by now were almost completely mobilized. A realization of the magnitude of the effort required for successful conclusion of the war necessitated training of large numbers of tradesmen for all branches of the armed forces. Schedule G provided for the training of R.C.A.F. tradesmen (later absorbed in K) for the training of Army tradesmen, and Schedule L for the rehabilitation training of discharged servicemen. The small numbers of the latter were closely observed as a pilot group to test rehabilitation legislation. Courses swung markedly in this period from agricultural and guidance biases to intensive industrial courses for R.C.A.F. and Army tradesmen, and for industry. At this stage, in order to make the maximum use of equipment and floor space, two, in some cases three, shifts per day were instituted. In each of the years 1941, 1942, and 1943, approximately 5,000 tradesmen were trained under the War Emergency Training Schedules.

Canadian Vocational Training. In the year 1946, C.V.T. experienced what will prove to be the heaviest year in its task of providing rehabilitation training for veterans. Head Offices are in Calgary, and District Field Offices are maintained in Calgary, Edmonton and Medicine Hat, and representatives are located in Grande Prairie and Lethbridge. Some conception of the size of the organization may be gathered from the maximum figures of 350,000 square feet of floor space for training purposes, expenditures exclusive of equipment and allowances to trainees of approximately \$1,000,000 for this year, and a peak load of about 7,000 trainees.

On the basis of enlistments, it was estimated that Alberta would have to provide for a peak load of 4,000 trainees in C.V.T. schools. C.V.T. capacities are supplemented by those of the Institute of Technology and Art, private schools, schools in other provinces and certain institutions in the United States, and of training-on-the-job. The existing centres established for Youth Training, and enlarged under War Emergency Training, were retained and further increased in size by additions and by the acquisition of buildings in various parts of the province for equitable distribution of training facilities.

In Calgary, the existing plant at the former Municipal Airport which housed courses in Motor Mechanics, Machine Shop, Tool and Die Making, Welding, Steam Engineering and Cabinet Making, was expanded by the erection of a hangar moved to the site from Sheppard. The hangar houses the seven designated building trades, Plumbing, Sheet Metal Work, Carpentry, Electrical, Plastering, Bricklaying, and Painting and Decorating. Six standard huts were obtained at the former No. 2 Wireless School to house Pre-matriculation, Hairdressing, Barbering, Nursing Aides, Shoe Repairing, Watch Repairing, and Merchandising and Retail Selling courses.

The Skinner House, one of the fine old residences of the city was adapted to Housekeeping and Dressmaking courses, and also provides a laboratory for apprentices in Painting and Decorating. Alterations to buildings were practically all made by apprentice trainees so that, in addition to the psychological value of "live" projects, the product of their training was put to good use. Trainees of the Tool and Die Making course made a particularly fine contribution in the construction of precision lathes for the Watch Repair classes.

In Edmonton, the former Technical High School was retained, housing courses in Pre-matriculation, Electricity, Cabinet Making, Machine Shop, Motor Mechanics, Barbering, Welding and Drafting. The former R.C.A.F. Drill Hall in the Exhibition Grounds was acquired to house the building trades with the same facilities as in Calgary. In addition to providing space for training in all trades, these magnificent buildings provide space for classrooms and drafting rooms, and for the erection of two full-size, four-roomed bungalows. In Edmonton, two houses were built on the floor of the Drill Hall, moved out of doors intact, and sold at cost to disabled veterans. The former Recreation Hall of the American forces was obtained to house Commercial and Projectionist classes, with a capacity of about 200. There is a continuing demand for the graduates of the Commercial School.

In Red Deer the Army Service Corps training centre was taken over, and adapted to rehabilitation training. The former motor trades school now houses advanced motor, diesel, tractor and auto body repair courses; the former Drill Hall houses Agriculture courses, and rural repair shop courses and the Army School of Cookery is now a Regional School of Printing Trades. The latter is the only school for the printing trades west of Toronto, and serves the Western Provinces. It is completely equipped with the most modern equipment in all phases of printing, including Composition, Layout, Presswork, Stereowork, Typesetting and Book-binding. In view of the shortage of living accommodation in the city of Red Deer, dormitory and messing facilities were established, and while they have been of inestimable value to trainees, problems of organization and maintenance have been a heavy burden on an organization whose primary function is training. The housing problem in Edmonton and Calgary was forcing some veterans to forego their plans for pre-matriculation training, and since staff, too, were unable to locate accommodation in the cities, it was decided to open a pre-matriculation school in Red Deer. It served an excellent purpose with a peak enrolment of 200 until October of this year.

War Emergency Training Facilities in Medicine Hat were expanded by the erection of a garage adjoining the main building. Courses offered include Motor Mechanics, Machine Shop, Welding, Carpentry, Cabinet Making, Pattern Making, and Leathercraft and Saddle Making. With the splendid co-operation of officials of the city and of local organizations this centre has built itself into the life of the community.

Demand for Vocational Training in Northern Alberta did not materialize as expected, and the centre at Grande Prairie was closed in July, 1946.

The foregoing describes the facilities of Canadian Vocational Training. The story would be incomplete without some description of the way in which training is obtained by the newly discharged veteran. The veteran normally makes application to the Department of Veterans' Affairs, and if he can convince that department of his ability to rehabilitate himself through a particular type of training and C.V.T. concur, he is passed to C.V.T. for training. It should be noted that C.V.T. will supervise the training of a veteran in any field, whether it be as a ballet dancer, carpenter, mortician, or pilot, to mention some extremes.

If the veteran's goal is University, he is given a series of Placement Tests developed by the Department of Education, which place him at a grade level of achievement. If the tests reveal adequate, innate ability, he is approved for admission to a pre-matriculation school and commences his studies at the grade level indicated for each subject, as recommended by an Evaluating Board of experienced educators. The average length of time required for completion of senior matriculation is about seven months. Approximately 3,600 persons have written Placement Tests with the intention of entering University. It may be noted that the University reports that veterans who graduated from C.V.T. pre-matriculation schools were unsuccessful in only 4 out of 100 cases, whereas the normal rate of failure is 11%. The growth of pre-matriculation school enrolment from 500 in January to 1,280 in March of this year is an illustration of the pressure brought to bear upon C.V.T. to provide buildings, staff and equipment, at a time when shortages in all of these categories were acute. This would compare approximately with the establishment of a school the size of Central High School in Calgary, altering and decorating buildings, obtaining physical equipment, tables, chairs, laboratory equipment, and books and highly qualified staff, in the space of 4 months. C.V.T. is indebted to all jobbers who co-operated in the supply of materials and equipment, and particularly to War Assets and the Alberta School-Book Branch.

If the veteran's objective is trade training, he ordinarily enters a C.V.T. school without delay and receives from 6 to 12 months of training, depending upon the trade. While no prohibitive restrictions have been placed upon veterans entering private trade schools, they chose C.V.T. schools for the most part, because there are no fees, there is immediate entry, and the courses are designed to meet their particular requirements.

School training is neither feasible nor economical in the case of specialized trades, and in these cases training is given in industry. In order to make it economically possible for the employer-trainer to take the time to train his veteran employee, during the training period, he receives a refund of part of the wages paid to the veteran employee, from the Department of Veterans' Affairs. An interesting example of training in industry is that of a veteran in the Peace River district, who found farming too exhausting because of his age, and was urged to return to his previous trade background of diamond polishing. After several months in training with an employer located in Montreal by C.V.T., he was given employment on a permanent basis, and has now rehabilitated himself at good wages in that trade. Training on the job is supervised by a field staff of

23 Field Officers who periodically visit trainees to check training progress.

To meet the need of many veterans who held complete matriculation, but who had been away from study habits for several years, refresher courses were established in Edmonton and Calgary. The six-week intensive review of Grade XII subjects served an excellent purpose.

Of interest and importance in the rehabilitation programme is the co-operation of government departments, particularly involving the Department of Trade and Industry, and leaders of the various trades in the training of apprentices in the designated trades. Veterans, during their years of war service in some cases, had passed the normal age limits, or had assumed obligations which precluded entry to long apprenticeship at low wages. Trade organizations co-operated in increasing the ratio of veteran apprentices admitted to the trades and C.V.T. Field Officers arranged for veterans to go from their training courses to training or for entry directly from the services to training in industry. It may be noted here that the Building Trades and Motor Mechanics are now designated under the Apprenticeship Act. The number of veterans training in industry increased from 280 in January of this year, to a peak of 835. The Apprenticeship Act requires the attendance of apprentices at a technical school for a minimum period, normally three months, during each year of apprenticeship. By special arrangement, veterans and civilians receive this training at C.V.T. centres. The Provincial Director of Apprenticeship, Mr. J. P. White and his staff have been untiring in their efforts to assist C.V.T. in the job of rehabilitating veterans in the designated trades.

A particularly timely school is that for Nursing Aides, established in Calgary. The universal shortage of trained help in hospitals and nursing institutions impelled C.V.T. to establish a school, and now, with the co-operation of the Department of Public Health and Welfare, and the Alberta Association of Registered Nurses, legislation is being prepared for the control of training and licensing of Nursing Aides.

The number of applicants for training in the fall of 1946 was not as large as expected, due to the fact that deliveries of supplies to industry kept employment figures high, and many veterans, perhaps ill-advisedly, took employment rather than training. The problem of 1946, nevertheless, was provision of rapidly expanding facilities in order to accommodate all applicants. This was done with dispatch, and no appreciable backlog of applicants for training developed in Alberta. While seasonal peaks of applications for training may be expected, the bulk of rehabilitation training is finished. Reduction of capacities will be the problem for 1947. Already capacities have been reduced by the removal of double shifts. The next steps will be reduction in staffs, the consolidation of facilities, and where indicated, the closing of centres. This report would be incomplete if appreciation were not expressed for the splendid co-operation and patience of our staff members under what were at times very trying conditions.

The number of persons trained under Canadian Vocational Training during the present fiscal year, April 1, 1946 to February of 1947 is 4,063.

REPORT OF THE INSTITUTE OF TECHNOLOGY AND ART—CALGARY

(J. FOWLER, *Principal*)

The year just concluded constitutes an important milestone in the history of the Institute. It saw the end of six years spent in temporary war-time premises, and the return of the Institute to its own buildings on the North Hill. Under the supervision of officials of the Department of Public Works these buildings had been thoroughly renovated and restored to a condition equal to new. The cost of this renovation was borne equally by the Governments of the Province and of the Dominion.

During the fiscal year 1946-47 an appropriation of \$100,000.00 was made available to the Institute for the purchase, on capital account, of new equipment. Of this sum 50% is recoverable from the Dominion Government under the terms of Order in Council PC1648. Under PC16 the Province is also entitled to recover a further \$10,000.00, viz. 75% of the purchase price of certain equipment which was to be regarded as replacing machines worn out or depreciated under the War Emergency Training Programme.

When the R.C.A.F. vacated the Institute buildings in 1945 it was generally understood that we would fall heir to many of the temporary buildings which the Air Force had erected on the campus. By 1946, however, practically all of these buildings had been pre-empted for other purposes, and the much-needed space for expansion was not available. Fortunately the government was able to purchase from the War Assets Corporation the former R.C.A.F. mess-hall. This building was remodelled to provide three carpentry shops, three drafting rooms and auxiliary office, classroom, locker room, and storage facilities. This provided much needed space for the growing department of Building Construction and Drafting.

At the present time negotiations are under way to secure possession of the Drill Hall on the campus for educational purposes. This would provide excellent accommodation for the Department of Aeronautics and release shop space for the proposed course in Steam Engineering.

Enrolment.

The following table shows the comparative enrolment in each of the three major phases of the Institute's work from July to December in each of the last six years:

Year	Day	Evening	Correspondence	Total
1941	260	519	57	836
1942	243	324	64	631
1943	206	269	94	569
1944	226	274	102	602
1945	413	354	267	1,034
1946	605	362	302	1,269

The 1946 Day enrolment includes 236 ex-service personnel who are taking rehabilitation training. The distribution of this Day enrolment by Courses is as follows:

Air Engineers	52	Machine Shop	26
Art	76	Mechanical Drafting	28
Automobile Mechanics	48	Radio Technician	19
Automotive Electricity	10	Surveying and Drafting	16
Building Construction and Drafting	53	Tractors	38
Commercial Wireless Operating	18	Welding	10
Dressmaking and Millinery	29	Specials	4
Farm Construction & Mechanics	39		
Industrial Arts Teachers	39		
Industrial Electricity	102		
		Total	607

This enrolment total is by no means the final figure for the year 1946-47, as a number of additional classes will be organized in the Spring of 1947.

Day Courses.

During 1946 most of the outlines of the Day Courses were revised to bring them thoroughly up-to-date in line with recent industrial developments and new trade practices. The provision of much-needed new equipment has also greatly strengthened these Courses and has improved the quality of the instruction. However, on account of the difficulty in securing delivery of some of the new equipment the full benefit resulting from its purchase will not be felt till the fall of 1947.

The following comments by various Heads of Departments will indicate some of the improvements in the Institute set-up:

Aeronautics (Mr. A. A. Peebles): "From a war-time low of four students in the Department of Aeronautics during the year 1944-45, the enrolment has increased to 51 students for the current year. A number of these students have their homes outside of the Province of Alberta, and are representative of the Dominion from coast to coast, two having their homes in Nova Scotia and two in British Columbia. In addition there are ten students from Ontario and two from Saskatchewan.

The equipment of the Department has been augmented by an Anson Mark II aircraft, complete with engines and hydraulic system, for practical rigging instruction, a number of aircraft engines including a Rolls-Royce Merlin and a twin-row Pratt and Whitney, a magnetic crack detector, which will detect microscopic cracks in engine and airframe components and a "gunk tank" for the cleaning of engine parts. A 60,000-lb. universal testing machine, for the testing of metals to destruction in tension, compression and bending, and a Brinell hardness testing machine, with fully ancillary equipment, have been shipped from the United States, and will be installed early in 1947. This equipment will place at the disposal of the Institute one of the most complete and modern Test Laboratories in Western Canada.

Repairs have been carried out in the workshops during the year on two commercial aircraft and four engines. The Institute is the only educational establishment in the Dominion approved by the Department of Transport for the overhaul and repair of licensed commercial aircraft and engines."

Art (Mr. J. W. G. Macdonald): "The accommodation in the Art Department was inadequate for the number who applied for admission. Some twenty-five applicants had to be held over 'till next fall. All of the students are taking full-time courses. This condition makes the enrolment of full-time Art students an all-time record.

Most of the students are from Alberta but there are also representatives from British Columbia, Saskatchewan, Ontario, the Bahamas, and Holland.

The students are undertaking their Art studies in a distinctly serious manner, and the talent they show is very much above average. So enthusiastic are they regarding their work that they

have organized an Art Club which meets regularly during the evening and through which the students obtain further practical training in Art, as well as benefiting from lectures and discussions on various phases of Art work.

In this Department there is an urgent need for additional equipment in the form of special lighting fixtures, easels, drawing desks, etc."

Building Construction and Drafting (Mr. M. J. Tomlinson): "The enrolment in this Department is at an all-time high, with 48 students taking the regular course, and an additional 43 taking Carpentry as part of their Industrial Arts course.

Later in the session about 40 Farm Mechanics students will receive six weeks' instruction in this Department.

The accommodation in the "K" Building (former R.C.A.F. Mess-hall) is the best we have ever had in the history of the Institute. When all of the new equipment ordered this year has been received and installed we shall have the finest set-up of its kind in Western Canada. The only fly in the ointment is the fact that the remodeling of the "K" building was not done before the opening of the Institute in October. Practically a month of instructional time was lost because the shops were not equipped and ready for occupancy when the school opened."

Commercial Wireless Operating (Mr. C. M. Johnson): "In this course all subjects (Code, Radio Theory, Traffic Handling, and Shopwork) are taught in the same room. This arrangement is not altogether satisfactory. It would be better if shopwork could be taught in a separate room with more adequate space for students and equipment. As one instructor handles all the subjects he has no spare periods for preparation, ordering of supplies, etc.

A tape machine for automatic transmission of Code at regulated speeds would be of great assistance to advanced students and would free the instructor to devote his whole attention to the beginner groups.

A low-powered amateur radio transmitter, under the call letters VE6IT is operated by the advanced students during class hours. This is an excellent feature as it adds interest to the work, gives actual operating experience, and acts as an incentive to the less advanced students.

The number of students enrolled is 19, of whom 17 are ex-service men. In past years the graduates of this course have shown an exceptionally high percentage of passes in the Radio Operators' Examinations of the Department of Transport. They have obtained positions with C.P.A., T.C.A., Department of Transport, Provincial Forestry Branch, and the Mercantile Marine. A few have re-enlisted in the armed services as qualified tradesmen in radio communication."

Radio Technician (Mr. D. C. Fleming): "This course is now housed in a new shop (colour scheme in sea-foam green) with 20 individual work benches. Each bench has six drawers for tools, etc. The shop has adequate lighting and heating facilities.

During the year much new equipment was obtained. Some of it came from War Assets Corporation (on loan from C.V.T.). The

rest was purchased from the manufacturers. As a result the Radio shop has an adequate supply of modern testing equipment and other devices.

When further space is available it would be wise to house the Radio Department in a separate building where the shops and class rooms would be in close proximity to each other. This would facilitate the making of demonstrations and would tend to unify the work of the department. The space presently occupied could be utilized for expansion of the Electrical Department to give work in Refrigeration, for which there is considerable demand."

Industrial Dressmaking and Millinery (Miss M. J. Hinman): "During the year a new Head was appointed for this department. The staff was increased by one. After a lapse of six years, cooking classes were re-established and the cooking room was tastefully decorated with walls of sea-foam green and tables done in ivory with orange trim. The cooking equipment was brought up to standard as far as shortages would permit.

The department has an enrolment of 29 students including six rehabs. of whom one is a man."

Machine Shop (Mr. O. Kingsep): "For many years the Machine Shop has been a bottle-neck for the reason that in addition to training students who are majoring in this work it also gives shorter courses of training to all students taking mechanical courses. When the course in Industrial Arts was added to the curriculum it became virtually impossible to meet all commitments in the way of machine shop training.

During 1946 a second machine shop has been equipped and a serious situation has been relieved. In this shop there have been installed eight new South Bend lathes, a new drill-press, and a Carboloy grinder in addition to nine used but modern machines purchased from the War Assets Corporation. These include four grinders, four milling machines, and a metal sawing and filing machine.

In addition to this new shop there have also been equipped a shop classroom and a welding and heat-treating room. An ample supply of cutting tools and of precision measuring instruments has been purchased. We feel that we now have a set-up of which we may justly be proud."

Welding (Mr. A. K. Morton): "This department has been completely re-equipped, and for the first time in its history it is adequate to meet the ever-increasing demand for instruction in Oxy-acetylene and Electric Welding. Twenty individual welding booths have been set up and on an adjacent mezzanine floor twenty electric welding machines have been installed. Of these, sixteen are D.C. welders of various capacities and four are A.C. machines. The segregation of these machines minimizes the heat and noise of the welding shop. At the same time the controls for each machine have been placed in the individual booths for the convenience of the welding students.

As soon as materials are available it is planned to install separate supply centres for oxygen gas and acetylene. Through manifolds these gases will be piped to the individual booths where regulators will be connected. New welding torches, helmet-type shields, and

other accessories have been purchased. As a result the shop is probably the best equipped in the West."

It may be noted that in recent years the demand for instruction in Welding has been so great that it might have been possible to run short courses in this subject throughout the whole school year. It would appear that the time is approaching when the appointment of a full-time instructor in Welding will be necessary.

Surveying and Drafting (Mr. L. E. Harris): "The enrolment of 16 students in this course is the largest we have ever had. All of the second year students report that they were engaged in survey work during the summer months. The prospects for employment in this field appear to be good.

The topography of the Institute campus is much better adapted to survey work than was that of the area at Victoria Park which was used for this purpose in recent years. The students are therefore getting much better experience in fieldwork."

Evening Classes (Mr. F. G. Young): "The Evening School enrolment in the Fall of 1946 does not show the large increase over the previous year that had been anticipated. This discrepancy, however, is more apparent than real. It is due to the fact that the Evening Welding classes will not be organized 'till after the New Year. The demand for Electric Welding has been so great that it was deemed wise to delay opening these classes until all the new electric welders had been installed.

In other respects the 1946-47 session of the Evening Classes is proving to be most successful, with five classes in Dressmaking, five in Art and Craftwork, two in Drafting, two in Woodwork and Carpentry, two in Machine Shop, and single classes in Automobile Mechanics, Electricity, Oil Chemistry and Diesel Engines. The prospect is that two full classes in Welding will open next week."

Correspondence Courses (Mr. A. Higgins): "For the twelve-month period ending June 30th the enrolment in the Correspondence Department in all courses was 257, an increase over the preceding twelve-month period of 15%, and from June 30th to date the total enrolment is running 20% over enrolment for the same period last year.

The steam courses are practically standard as preparatory examination material in Alberta, Saskatchewan and Manitoba, and the mining courses are the same in British Columbia, Alberta and Saskatchewan. Complete Steam and Mining Courses are used very extensively as texts in evening classes in all these Provinces and we have the approval and hearty co-operation of all their government departments administering their respective Steam Boiler and Mines Acts. At the last examinations held in B.C. and Alberta for mine officials' certificates all of the successful candidates were active or former correspondence students of the Institute and much the same holds good in the examinations for steam engineers' certificates.

Six courses have been revised and reprinted in multilith form leaving three still in mimeograph form. There is considerable pressure from the Mines Department in Edmonton for a preparatory course for mine electricians' certificates and also some general demand for courses in mechanical drafting."

Staff.

During 1946 the staff of the Art Department suffered severe losses through the resignations of Messrs. H. G. Glyde, A.R.C.A. and W. J. Phillips, R.C.A. The former was appointed Associate Professor in the Department of Fine Arts at the University of Alberta, while the latter is giving up teaching work to devote his whole time to painting.

Last fall the Institute staff was augmented and strengthened by the following appointments:

- Mr. J. W. G. Macdonald, D.A. (Edin.), Head of Art Department.
- Miss M. J. Hinman, B.Sc. (H.Ec.), Head of Home Economics Department.
- Mr. O. M. Julson, B.A.Sc., Electricity.
- Mr. W. A. B. Saunders, B.A.Sc., Aeronautics and Science.
- Mr. W. E. Jamieson, Aeronautics and Drafting.
- Mr. J. S. Perrott, Art.
- Mr. D. J. Walker, B.Sc., Radio and Drafting.
- Mr. N. G. Tweedle, Automobile Mechanics.

Of the above appointees it is interesting to note that six are Institute graduates who after further training and experience have returned to us as instructors.

In October Mr. N. Safran returned to the staff after spending a year at the University of Chicago where he held a fellowship in Chemistry.

Extension Work.

As in former years Messrs. Glyde, Phillips, and Dichmont of the Art Department were instructors in the Painting Section of the Banff School of Fine Arts, 1946. Mr. Glyde also carried extension classes in Art in Edmonton, Lethbridge, and Medicine Hat.

Throughout the summer months Mr. J. K. MacKenzie, Head of the Tractor Department, was loaned to the Extension Branch of the Department of Agriculture to assist in conducting Tillage Field Days and Harvesting Machinery Short Courses throughout the length and breadth of the Province. There were 1,246 persons who received instruction through these courses.

During the Spring of 1946 the I.O.D.E. in Calgary sponsored a competition to encourage young artists to develop their talents in the field of mural decoration. In this competition all three of the prizes were won by Institute students, as follows:

- 1st Prize—\$250.00—Isabel Johnston.
- 2nd Prize—\$150.00—Kay Perry.
- 3rd Prize—\$100.00—Karen Axelson.

Extra-Curricular Activities.

With the return to our own buildings there has been a marked up-surge in student morale and school spirit. Numerous social evenings have been held in the auditorium. These have been well planned affairs and the student committee in charge is to be complimented on the success that has attended their efforts. They are to be particularly commended for the tasteful way in which the hall was decorated for the Thanksgiving and Christmas dances.

With a gymnasium and a skating rink on our own campus, various athletic activities have been going strongly since the Fall

opening of the Institute. Basketball, hockey, volley ball, badminton, and rifle shooting are all organized under student leadership. Inter-class leagues occupy most of the available time, but Tech teams are also entered in various city leagues.

The Choral Society, School Orchestra, Iota Club (for girl students), Art Club, Radio Club, etc. are all going concerns but perhaps the most gratifying feature of the revival of school spirit is the fine attendance each week at the business meeting and literary programme sponsored by the Students' Association.

Plans are now under way for the holding of the 25th Annual Tech Banquet in the Palliser Hotel on the evening of Friday, February 7th, 1947. For many years this function has been the highlight of the school year. It is hoped that the high standard for former years will be maintained and possibly exceeded in 1947.

CORRESPONDENCE SCHOOL BRANCH ANNUAL REPORT

(G. F. BRUCE, *Director*)

The Correspondence School Branch of the Department of Education is intended to provide educational opportunities to:

1. Students in isolated areas where no school exists, i.e., in unorganized territory.
2. Students who for health reasons cannot attend school over an extended period of time.
3. Students who, though living within the boundaries of a school division, live far from the school or van route.
4. Students of Grades IX to XII who are in attendance at school, but who find it desirable to fill out their programme by taking one or more subjects by correspondence.
5. Self-supporting youths and adults who wish to improve their academic standing.
6. Inmates of penal institutions.

In addition to rendering this service, the Correspondence School Branch has been called upon to assist in providing an education to thousands of children who attend Supervised Centres—schools in which non-professional untrained persons direct the activities of pupils as they complete the exercises given in lessons sent out from the Branch, and see that these lessons are sent in regularly for correction.

In addition to this basic service, this Branch renders educational services in several other fields.

1. It plays a prominent part in the preparation of radio scripts for programmes sponsored by the Department of Education. (See Report of the Director of Curriculum—School Broadcasts).
2. It releases from its staff in the slacker months of June to August trained office personnel to assist the Examinations Branch to send out departmental examination papers, and in the checking necessary after papers have been marked.

3. Individuals of the High School staff assist on committees set up by the High School and Matriculation Examinations Board.
4. This Branch also sends out to different centres representatives who give supervisors specific instructions regarding the procedure which should be followed when directing the work of students doing Correspondence School Branch lessons.
5. Teachers who are outstanding in their field proof-read matriculation tests set for discharged service personnel taking academic subjects through the Canadian Vocational Training School.
6. The clerical work required in connection with Canadian Legion Education Services courses in English, all lessons for which are marked by persons who have at one time or another been on the staff of the Branch, has been done in this Branch.
7. Some small mimeographing and multilithing jobs of the Department of Education are proof-read by our teachers and run off on our machines.
8. Teachers are sometimes called upon to check manuscripts of special pamphlets, bulletins, and exercises, which have been produced under the supervision of the Director of Curriculum.

In carrying out its main duties—those of providing some form of educational service to under-privileged children and to adults—it is safe to say that the Branch has assisted during the year, for shorter or longer periods, over 20,000 persons, studying in Grades I to XII. Table 1 is a comparative statement of the gross enrolment at December 31, 1945 and 1946. Table 2 shows the comparative number of supervised centres at the end of these two years.

TABLE I

Total student enrolments as at December 31, 1945 and 1946:

	1945	1946
Elementary	4770	9984
Intermediate	1619	3077
High School	2523	3268
Totals	8912	16329

TABLE II

	Dec. 31, 1945	Dec. 31, 1946
Total number of supervised centres	294	673

During the early months of 1946, several courses at the elementary and intermediate grade levels were rewritten, with a view to improving service and increasing pupil interest. The instructors have almost completed their task of standardizing the set-up of courses in all grades from I to XII.

The great increase in enrolment necessitated a decided increase in staff. In December, 1946, over 200 persons were rendering service to this Branch. Nearly 150 of these are trained and qualified teachers, more than half of whom are married women. Of this number, about thirty are wives of men who are availing themselves of the opportunity to take further studies. It will be readily realized that the percentage of permanent staff members is below one-half of the total.

A word about the members of the staff might not be out of place. It is a pleasure to report that, even though somewhat trying

working conditions were experienced at times during the year, a fine spirit of harmony has been maintained. The teachers of the Branch have shown a definite desire to improve their academic qualifications. No fewer than nineteen teachers attended Summer School sessions at the University of Alberta, the University of British Columbia or at Columbia University. In every instance these teachers were successful in their courses and numbers of them obtained first class standing. Some teachers are taking university courses during the winter while others are taking special classes in art, typing, and music.

As Director, I cannot refrain at this point from stating that, almost without exception, married women on the temporary staff are rendering outstanding service, and expressing my personal appreciation of their loyal devotion to duty in helping children and youth of this Province.

Many residents of the Northwest Territories seek to have their children benefit from the correspondence instruction enjoyed by many students in Alberta. Through co-operation with the office of Administration of the Northwest Territories, Ottawa, arrangements have been made for many children living north of the 60° parallel to enrol as students of our school. Further, as a service to the school board of Yellowknife, an arrangement has been made with this Branch to have terminal tests for their students set and marked by our Branch.

REPORT OF THE SUPERVISOR OF INDUSTRIAL ARTS

(A. P. TINGLEY)

The past year has marked the completion and introduction of the revised programmes in Industrial Arts and Technical Electives as well as the new programmes in Farm and Home Mechanics.

The revised programmes in Industrial Arts for the Intermediate grades restrict the use of media in any one year to two. This is in addition to Drafting which now becomes a compulsory unit of each year's programme. This set-up permits of the retention of exploratory values while at the same time more attention is directed to training in basic fundamentals.

The new programmes in Farm and Home Mechanics for High School students is meeting a real need in rural areas. These programmes are now being offered at 71 centres throughout the province. It has been both interesting and gratifying to note the increased interest Trustees have manifested in these programmes. That this interest is not simply an academic one is proven by the fact that, in many cases, steps are being taken to provide better accommodation and equipment in order that the programmes may be more advantageously offered.

There appears to be a growing appreciation on the part of the public of the importance of practical knowledge and its application to life situations. One might sum up the observations gathered through a personal survey of the various centres throughout the Province by stating that the impact of the operation of these programmes will be felt in many ways such as: the forging of new links between the school and the community; the elimination of

"scatteration" methods of instruction in media unrelated to future vocations; better training in basic fundamentals and the intelligent development of natural aptitudes and special interests of students through a realistic approach to practical problems closely associated with daily living.

SAFETY EDUCATION

The disastrous results of unsafe practices on the farm, in the home and on our highways are chronicled daily in the press. As one reads of the unnecessary loss of life, the suffering and the destruction of property, a great deal of which is due to carelessness and ignorance of safety practices, it becomes more and more apparent that scientific safety guidance must be provided for students as well as for adults.

Stress has therefore been laid on "Safety Education" both in our programmes and through circularization of instructors. It has been consistently pointed out that the responsibility of instructors does not cease with the focusing of attention on safety practices in the shop alone, but should be extended to include the establishment of such practices in all areas of the community.

ACCOMMODATION AND EQUIPMENT

While the shop accommodation still remains inadequate in a considerable number of instances, all too often basement rooms restricted in area being in use, many boards are fully aware of this undesirable situation and are planning for improved accommodation either in new school buildings or by way of separate units in connection with present buildings.

Shortage of building supplies and the present high costs of construction have been determining factors in delaying building programmes. Despite these difficulties, some boards have made improvements in accommodation. There seems to be a growing consciousness of the fact that the values of the programmes are such as to warrant adequate accommodation.

In the matter of equipment, it is gratifying to report that here again a great many boards are indicating their desire to facilitate better programme implementation, through provision of additional equipment. Their efforts have, of course, been hampered to some extent by tool and equipment shortages. Indications point to the fact that conditions governing the supply of such equipment will soon improve, and one may expect that the coming year will again find a fairly wide range of tools and equipment available.

INSTRUCTORS

The shortage of qualified instructors has again been keenly felt during the past year, rendering it necessary in a few instances to extend teaching privileges to those whose qualifications under normal circumstances would not warrant such extension. The situation was rendered still more critical by the fact that seven of our instructors left the teaching profession during the year, either to engage in business for themselves or accept more remunerative employment in industry.

It is quite reasonable, however, to expect that the situation will improve, since the considerable number now in training at Calgary

in the Industrial Arts department of the Faculty of Education will provide a source of supply to meet future needs.

Instructors are, on the whole, providing instruction of a stimulating nature. Evidence of their desire to better fit themselves for the discharge of their duties is found in the fact that a considerable number are continuing to attend summer school.

The hearty co-operation of instructors in the matter of programme revision, accompanied by a marked effort on their part to successfully administer the new programmes has been commendable as well as encouraging.

STATISTICS

As at December 31st, 1946, 124 shops were in operation at 94 centres. Sixty-five of these shops were on circuits served by travelling instructors.

Seventy-four instructors were employed, 59 full-time and 15 part-time. Twenty-one night classes are in operation at 16 centres in the Province.

Three new shops were opened during the year and two re-opened that had been closed the previous year. Instruction in shop activities was discontinued in 14 part-time centres due to two reasons, the transfer of teachers, who had been offering this instruction, to other schools, and the impossibility of securing qualified instructors to replace them.

The unit registration in Industrial Arts, Farm and Home Mechanics and the Technical Electives was 9,822. In addition to 59 organization visits, 61 shops were visited during the year; 61 reports, based upon these visits, being submitted.

Twenty meetings (School Board, Curriculum, Instructor's and Board of Teacher Training and Certification) were attended during the year.

GENERAL OBSERVATIONS

My thanks are due to the Government for making possible my attendance at the American Vocational and Industrial Arts Convention at Buffalo, New York. Delegates to this convention were afforded the opportunity to visit the Convention of the Society of Plastics Industries, held in Niagara Falls, Ontario.

The information gathered through being brought into personal contact with outstanding leaders in Vocational, Technical and Industrial Arts education, the many valuable findings obtained as a result of pertinent topics dealt with in group discussions and the large amount of reference material secured, made the experience one of outstanding value.

The policy of circularizing, from time to time, all shop instructors, has been continued and is producing good results. We now have on file in our office a complete inventory of tools, machines, and equipment carried in every shop in the Province.

Three Divisional boards are planning to open new circuits next fall. These circuits would provide instruction at ten new centres.

The Boards in Lethbridge, Calgary and Edmonton are all planning extensive building programmes. In each of these cases shop accommodation of a comprehensive, up-to-date nature will be pro-

vided. Neither effort nor money is being spared to make the facilities provided such as to compare favourably with any to be found in Canada.

The Medicine Hat Board is also considering plans for expansion.

A diversified occupations programme, in which the student spends part of his time at school and part working in industry is a coming development in the field of practical education, and one which, when properly organized, will meet with the wholehearted approval and co-operation of industry.

Consumer education and the wide range of possibilities in the field of distributive education are also factors which will demand serious consideration in the future.

The year 1947 holds promise of continued progress in our field.

HOME ECONOMICS

The position of Supervisor of Home Economics has been vacant since Miss J. M. Hinman's transfer last August to the Institute of Technology and Art at Calgary. Routine matters concerning Home Economics, such as the forwarding of option forms, registers, grant forms, and a special letter requesting enrolment figures have been taken care of by this office.

While visiting the various shop centres throughout the Province a considerable number of Home Economics instructors have been interviewed respecting equipment and programmes.

It has been rather disheartening to find so many centres closed due to the fact that qualified instructors were not available. A survey of the sources of supply from which future teachers in this field may be drawn is not encouraging. It would seem advisable for some steps to be taken whereby promising candidates in our high schools might be given some guidance and assistance that would result in specialization in this phase of education.

Miss Hinman, before her transfer, made 57 inspection trips to various centres throughout the Province, submitting reports concerning the activities surveyed at these centres.

The policy of distributing instructors' library and reference material from this office has been continued. Through the co-operation of the Federal Department of National Health and Welfare at Ottawa, several splendid posters were made available and distribution was effected through this office.

STATISTICS

As at December 31st, 1946, there were 112 Home Economics centres in operation, 50 of these being on circuits.

Seventy instructors were employed, 50 being full-time and 20 part-time. One night class is in operation.

Instruction was discontinued in 16 centres, due to the impossibility of securing qualified instructors.

The unit registration in Home Economics, Homemaking and Fabrics and Dress was 7,935.

Observation would lead one to conclude that the Home Economics teachers are carrying out their duties conscientiously and are providing effective instruction, despite the handicaps encountered through rationing of certain supplies.

The experimental programmes outlined last year are being carried out at a number of centres.

Leadership of a stimulating nature would prove of value to many instructors.

There seems to be a need for a revision of all programmes in this field as well as for the formulation of a new third year high school programme especially adapted to the needs of rural areas.

THE BOARD OF TEACHER EDUCATION AND CERTIFICATION

The Board of Teacher Education and Certification is an advisory board to the Minister of Education. The membership includes representatives from the Department of Education, the University of Alberta, and the Alberta Teachers' Association. Three changes took place in personnel of the Board in 1946. Mr. W. E. Frame, Chief Superintendent of Schools, succeeded Dr. W. H. Swift as Chairman. The Board suffered early in the year the loss, by death, of the services of Mr. G. F. Manning of the Faculty of Education; Dr. C. Sansom was appointed in his place. In late summer the retirement of Mr. J. W. Barnett left a vacancy; Mr. E. C. Ansley was appointed to fill this vacancy in the representation from the Teachers' Association.

During the second year of its activities in 1946 the Board gave its attention to two main problems, the certification of teachers, and the recruitment of teachers. At its meetings held on January 23, May 3 and May 9, the Board was engaged in the task of preparing recommendations respecting training and experience requirements for each of the various types of teacher certificate. The meeting of May 9 was a joint meeting in which the Board waited upon the Executive Council of the Government. The new regulations governing teacher certification have been set forth in Order in Council 883-46.

The shortage of qualified teachers continued to be a matter of deep concern to the Board of Teacher Education and Certification. The meetings held on September 11 and November 20 were largely devoted to this pressing problem. The Board acted in several ways in an effort to aid recruitment of teachers. The Government agreed, on the recommendation of the Board of Teacher Education and Certification, to pay the tuition fees of all candidates in the Faculty of Education registered in the one year programme leading to the Junior Elementary and Intermediate School Certificate. The Board adopted unanimously a resolution protesting against the tendency on the part of certain School Boards to discriminate against married lady teachers. The Board appointed committees to collect information which would reliably indicate the extent of the teacher shortage.

EXAMINATION BOARDS

The supervision and administration of Departmental examinations come under the jurisdiction of two examination boards, viz., the High School and University Matriculation Examinations Board and the High School Entrance Examinations Board.

High School and University Matriculation Examinations Boards

The personnel of this Board is as follows:

Dr. W. H. Swift, Deputy Minister of Education (Chairman).
 Mr. A. B. Evenson, Associate Director of Curriculum (Vice-chairman).
 Mr. W. E. Frame, Chief Superintendent of Schools.
 Mr. M. L. Watts, Director of Curriculum.
 Mr. B. E. Walker, Registrar, Department of Education.
 Dr. M. E. LaZerte, Dean of the Faculty of Education.
 Dr. J. MacDonald, Dean of the Faculty of Arts and Science.
 Dr. E. W. Sheldon, Professor, University of Alberta.
 Dr. O. J. Walker, Professor, University of Alberta.
 Mr. G. B. Taylor, Acting Registrar, University of Alberta.
 Mr. F. G. Buchanan, Superintendent of Schools, Calgary.
 Mr. D. M. Sullivan, Inspector of High Schools.
 Mr. H. C. Sweet, Inspector of High Schools.
 Mr. R. V. Clark, representative of the Alberta Teachers' Association.

The jurisdiction of this Board extends over the high school examinations and particularly in the following respects:

- (a) Types of examinations.
- (b) The setting of papers.
- (c) Selection of examiners.
- (d) Statistical procedures.
- (e) Standards of achievement.
- (f) Selection of sub-examiners.
- (g) Conducting of examinations.
- (h) Irregularities.
- (i) Special cases.

To care for the routine work of the Board, such as nomination of examiners, revision of papers, special problems arising during the marking and other urgent matters, the Board has an Executive Committee. The chairman of the Board is *ex-officio* a member of the Executive Committee and its chairman. In his absence, the vice-chairman of the High School and University Matriculation Examinations Board presides. Other members of the Executive Committee include the Director of Curriculum, the Dean of the Faculty of Education, a high school Inspector having membership on the Board, and the representative of the Alberta Teachers' Association.

During the year, meetings of the Board were held July 23 and November 1. Meetings of the executive of the Board were held on March 4, 5 and 7 and October 28. For the most part, routine matters pertaining to the duties and interests of these bodies were given attention. A limited number of meetings were called for the consideration of special cases.

High School Entrance Examinations Board.

The personnel of this Board is as follows:

Mr. A. B. Evenson, Associate Director of Curriculum (Chairman).
 Mr. R. Warren, representative of the high school inspectors.
 Mr. C. H. Robinson, Superintendent of Schools.

Mr. W. E. Hodgson, Superintendent of Schools.

Mr. W. D. McDougall, representative of the Faculty of Education.

Mr. W. W. MacDonald, representative of the Alberta Teachers' Association.

This Board has jurisdiction over the Grade IX Departmental examinations. It has no executive, and consequently all matters pertaining to entrance examinations are dealt with by the Board as a whole. Its duties bear approximately the same relationship to the Grade IX examinations as do the duties of the High School and University Matriculation Examinations Board to the examinations of the high school grades. Meetings of this Board were held during 1946 on February 7, 8, 9 and November 8.

Mr. J. I. Sheppy, Supervisor of Examinations, is secretary to both Boards.

EVALUATIONS

Evaluation of Courses and Experiences in the Armed Services.

During the war the High School and University Matriculation Examinations Board had resolved that veterans of the war should be entitled to evaluation of their courses and experiences in the Armed Services in terms of school credits. To aid in this work charts were prepared which listed high school course equivalents of trade qualifications in the Armed Services. The charts provided full value in school credits for health, technical, commercial and other courses completed in the Army, Navy, and Air Force. Mr. W. E. Frame, Mr. R. E. Rees, Mr. R. V. McCullough, and Mr. H. T. Sparby served in the work of preparing charts and interviewing veterans. Since April 1946 this work has been carried forward in the office of the Registrar. By the end of 1946 the Department had completed evaluations on behalf of 455 ex-servicemen and women.

Evaluation of High School Standing.

The High School Regulations require that students entering Alberta High Schools from without the province submit documents to the Department for evaluation. The table below indicates the number of evaluations made in 1946:

Saskatchewan	159
British Columbia	124
Manitoba	43
Ontario	28
Quebec	8
Maritime Provinces	10
United States	21
Others	28
Total	421

Music.

During the years 1937-45 inclusive the practical and theoretical examinations of the Western Board of Music (Alberta Division) were administered by the Examinations Branch of the Department of Education. In 1946 administration of these examinations was transferred to the University of Alberta. This desirable transfer was made possible by the organization of a Department of Fine Arts at the University, and by appointment of Mr. John Reymes-King as Professor of Music.

The Department of Education continued its policy of evaluating music documents from the approved examining Boards in terms

of school credits in the upper grades. Three hundred and ten evaluations were made in 1946.

SUPERVISOR OF EXAMINATIONS

During the year 1946 the Examinations Branch had three Supervisors. Mr. A. D. Cairns succeeded B. E. Walker on April 1. In the month of November the Department accepted, with regret, notice of termination of services by Mr. Cairns, who accepted the position of Assistant Registrar at the University of Alberta. The Department was fortunate in obtaining the services of Mr. J. I. Sheppy, who assumed duties as Supervisor of Examinations on December 3, 1946.

TEACHER CERTIFICATES ISSUED DURING THE YEAR 1946

Certificates	Alberta	Other Provinces	British Countries	Other Countries	Totals	Grand Total
(a) Interim Certificates:						
High School Class:						
Alberta	48					
(including 15 re-issued, 3 married)						
Saskatchewan		1				
Nova Scotia		2				
England			1		52	
Junior Certificate, High School Class:						
Alberta (including 5 re-issued)	15				15	
First Class:						
Alberta (including 3 married)	3				3	
Elementary and Intermediate School Class:						
Alberta	160					
(including 112 re-issued, 40 married)						
Saskatchewan		14				
Ontario		4				
New Brunswick		1				
Prince Edward Island		1				
England			1		181	
Second Class:						
Alberta	6				6	
(including 1 re-issued, 5 married)						
War Emergency:						
Alberta (including 13 married)	16				16	
Junior Elementary and Intermediate School Class:						
Alberta (including 2 married)	270				270	543
(b) Permanent Certificates:						
High School Class:						
Alberta (including 45 re-issued)	68					
Academic class (married)	1					
Junior Certificate for High School Class:						
Alberta (including 9 re-issued)	11					
First Class:						
Alberta (including 52 married, 2 change name)	59					
Elementary and Intermediate School Class:						
Alberta	394					
(including 24 re-issued, 85 married)						
Second Class:						
Alberta (including 32 married, 1 change of name)	37					570
	1088	23	2			1113

N.B.—The above table includes in its Alberta list 211 certificates re-issued to teachers who qualified for certificates of a higher class than that originally granted to them; 236 re-issued on account of change of name through marriage; 3 re-issued on account of "change of name."

(c) Letters of Authority:

Letters of Authority were issued to persons whose academic and professional training were satisfactory to the Department, this action being taken to alleviate in some degree the acute teacher shortage. Letters of Authority were also issued to students of the Faculty of Education who satisfactorily completed a short course September 17, 1945, till January 31, 1946.

Letters of Authority issued (including 83 Letters issued on basis of the short course at Faculty of Education) 279

(d) Special Certificates have been issued as follows for the teaching of Art, Music, Dramatics, Physical Education, Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial subjects. Qualifications for these special certificates may be obtained by courses taken at Summer School at the University of Alberta, or other recognized institutions.

Advanced Certificates	7
Senior Certificates	53
Junior Certificates	277
Kindergarten-Primary Certificates	5

EXAMINATIONS BRANCH

(J. I. SHEPPY, *Supervisor*)

TESTS FOR VETERANS

The volume of work in connection with examinations for veterans reached and passed its climax during 1946. To date, 72 different test forms have been prepared. The following table shows the extent of this service:

Placement tests despatched in 1946:

Language	1760
Literature	1720
Social Studies	1755
N. Sciences	1805
Mathematics	1750
Classification Test	1805
Total	10,595

Terminal tests despatched in 1946:

Language	347
Literature	425
Social Studies	487
Chemistry	1300
Biology	185
Physics	1403
Algebra	1486
Trig. & A. Geom.	1513
French	278
Latin	197
German	31
Total	7,652

Terminal and Placement tests despatched 18,247

TRANSCRIPTS

The number of transcripts issued by the Examinations Branch showed a marked increase over 1945. This increase was due, largely, to the needs of the veterans. The following table shows the extent of this increase:

	1945	1946		1945	1946
January	604	421	August	1183	3192
February	401	597	September	2094	2160
March	808	513	October	1177	474
April	760	676	November	678	274
May	597	676	December	536	218
June	469	687			
July	497	789	Totals	9804	10677

During the peak period of August and September, much overtime was required of certain members of the transcripts section.

MARKING EXAMINATIONS

The marking of Grade IX and Grade XII Departmental Examinations and the evaluation of results in the non-examination subjects of the High School grades was under the over-all supervision of H. T. Sparby, Associate Director of Curriculum.

GRADE XII EXAMINATIONS

The Grade XII July examinations were marked by a staff of 115 sub-examiners under the supervision of High School Inspector, D. M. Sullivan. The distribution of 27,216 answer papers according to subject was as follows:

English 3 Literature	4214	Chemistry 2	3393
English 3 Language	4204	Physics 2	2020
Social Studies 3	4129	Latin 3	512
Algebra 2	2829	French 3	1572
Trig. & Anal. Geometry	2367	German 3	20
Biology 2	1949		

The following table gives the number of candidates for the Departmental Grade XII examinations during the past seven years:

Year	1940	1941	1942	1943	1944	1945	1946
Number of Candidates	7230	7030	6256	5244	4950	5384	6410

Appeals for re-marking Grade XII examination papers were received from 430 students. In all 589 papers were re-read.

Grade XII Supplemental Examinations were held in August. A total of 2,426 candidates submitted 3,701 papers. This represents an increase of 917 papers over the total in 1945.

The following table gives the number of High School Graduation Diplomas issued during the past six years:

Year	1941	1942	1943	1944	1945	1946
Number of Candidates	2400	2230	1992	2047	2149	3183

The 1946 increase is due largely to the issuing of diplomas to veterans.

GRADE IX EXAMINATIONS

The Grade IX papers were marked by a staff of 143 sub-examiners under the supervision of Superintendents C. H. Robinson, W. E. Hodgson and High School Inspector, R. Warren.

Students were given general category gradings of H, A, B, C or D. The following table shows the distribution of gradings among the 10,363 candidates writing the Grade IX Examination:

FREQUENCY COUNT FOR GRADE IX EXAMINATION

Category	Cities, Towns and Villages		Rurals		Total for Province	
	Number	%	Number	%	Number	%
H	410	5.35	65	2.41	475	4.58
A	2262	29.53	611	22.61	2873	27.72
B	2719	35.49	976	36.12	3695	35.66
C	1624	21.20	668	24.72	2292	22.12
D	646	8.43	382	14.14	1028	9.92
Total	7661	100.00	2702	100.00	10363	100.00

These totals do not include Special Cases (students who missed the entire Examinations).

TABLE SHOWING NUMBER OF CANDIDATES AND WRITING CENTRES FOR GRADE IX EXAMINATIONS

Year	1941	1942	1943	1944	1945	1946
No. of Candidates	9600	9772	9199	9703	10220	10363
No. of Writing Centres	1757	1737	1515	1444	1360	1214

TABLE SHOWING GRADE IX CATEGORY GRADINGS

Category	1943		1944		1945		1946	
	No.	%	No.	%	No.	%	No.	%
H	*		*		*		475	4.6
A	3,020	32.8	3,183	32.8	3,482	34.1	2,873	27.7
B	3,220	35.0	3,363	34.7	3,394	33.2	3,695	35.7
C	1,956	21.3	2,001	20.6	2,337	22.9	2,292	22.1
D	1,003	10.9	1,156	11.9	1,007	9.8	1,028	9.9
Total	9,199	100.0	9,703	100.0	10,220	100.0	10,363	100.0

*"H" grading were not assigned before 1946.

NON-EXAMINATION SUBJECTS OF THE HIGH SCHOOL PROGRAMME

High School Inspectors, H. C. Sweet and A. B. Evenson, supervised the work in connection with the non-examination subjects of the High School. Confidential Reports were submitted by the principals and official results were mailed by the Department of Education direct to the students. Copies of results were supplied to School Districts and Divisional Board Offices.

Below is a comparative table of the certificates of credit issued for the last five years:

Year	1942	1943	1944	1945	1946
Grade XII	5,204	4,219	3,649	4,169	4,335
Grade XI	5,977	5,366	5,355	5,724	5,773
Grade X	6,829	6,388	6,663	7,255	7,614
Special One Year Commercial	78	44	11	10	4
	18,088	16,017	15,678	17,158	17,726

SCHOOL CREDITS FOR CADET TRAINING

High School credits were granted on Cadet Training where the requirements were met in the matter of pre-requisite standing and instruction hours, provided the instruction offered was approved by the Provincial Officers Commanding. Below is a comparative table showing the number of schools reporting Cadet activities for the past four years:

	Military	Air	Sea	Total
1943	26	22	8	56
1944	61	68	11	140
1945	63	56	11	130
1946	82	23	10	115

CLASSIFICATION OF HIGH SCHOOLS

Principals of high schools submit to the Department on the Form A card information concerning organization of the high school. The table below gives the number of schools and the type of instruction:

Type of Instruction	1944	1945	1946
Including Grade XII	256	270	277
Including Grade XI but no higher	173	135	119
Including Grade X but no higher	127	129	142
Special one year Commercial	3	1	1
Group C Technical	2	3	3
Group B Commercial	33	28	28
Total Number of Schools in 1944			556
Total Number of Schools in 1945			534
Total Number of Schools in 1946			538

REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

Since the year 1914, the story of the School-Book Branch has been a history of expansion and progress. During the past 32 years, the Branch has developed into one of the largest distributors

of books in the Dominion of Canada. Judged by the criterion of volume of business, this year has been the most successful in its record of operation. We hope that the service rendered to the students and teachers of Alberta has been proportionate.

THE SCHOOL-BOOK BRANCH OBJECTIVE

The Management sees the primary purpose of the School-Book Branch as the efficient and economical distribution of books to all students and teachers engaged in studies below the level of University. In detail there are approximately 162,000 students and 6,000 teachers in the Province. When it is noted that there are over 5,000 different titles stocked in quantity on our shelves, it is apparent that the assignment of distribution is an undertaking of some magnitude. It is the aim of the Branch to have readily available all books recommended by the Department of Education.

In the main, the agencies of distribution are three. First, divisional and district school boards purchase books at the most advantageous rates of discount and transportation. The economies, so effected, directly benefit the students and the taxpayer when the books are redistributed by the boards. Second, some 300 book dealers perform valuable service by keeping a local stock of textbooks on hand. Finally, a highly organized mail order service at the School-Book Branch is available to private individuals.

Underlying this system of distribution is an elaborate organization of connections with Canadian, British and American publishers. This network of associations with the leading publishing houses in the book world enables us to procure any book which is in print.

THE FINANCIAL REPORT

The financial aspect of the year's operation presents a satisfactory picture. The figures cited herein are based on the Provincial Auditor's Statement of April 1, 1946, which appears in the Public Accounts of the Province of Alberta. This statement covers the fiscal year from April 1, 1945 to March 31, 1946. A few of the highlights follow:

- (a) The total gross value of the books sold was \$364,020.81. This figure represents the greatest cash volume of sales registered since the inception of the School Book Branch.
- (b) The increase over the total sales of last year was \$37,243.30.
- (c) The approximate number of volumes sold during the twelve-month period was 750,000.
- (d) To replenish stock, the Branch made purchases which amounted to \$305,322.54. It is the policy of the Management to procure books from Canadian sources, whenever this is possible. In practice, over 90% of the thousands of books stocked are secured from Canadian Publishers or through Canadian Agents.

It is difficult to indicate any one factor as being responsible for the increased sales. Possibly some influences are to be found in the optimism of a post-war market, an intensive advertising campaign and the progressive policies of divisional boards in bringing libraries up to standard.

SOME SALIENT ACTIVITIES OF THE PAST YEAR

Whereas the figures and facts adduced in the financial report section are available only to the end of the fiscal year, i.e., March 31, 1946, the general outline of a few aspects of the year's activities as set forth below, is inclusive of Branch business to the end of December, 1946.

(1) *Revision of Recommended List of Reading Books.*

During the year, the Department of Education appointed committees comprised of teachers and members of the Alberta Library Association. The purpose of the committees was to evaluate and revise the recommended lists of reading books at the Elementary, Intermediate and High School levels. The School-Book Branch aided in this process by securing current quotations, comparing editions, checking the availability of books and compiling catalogues.

As results of this work, two attractive descriptive catalogues covering recreational and reading books for Grades I to XII, were issued by the Branch. The selected books in these catalogues represent some of the finest educational titles obtainable. The Branch has a stock of all recommended reading books which are available. After the catalogues were printed, thousands of copies were distributed to students and teachers.

It is the intention of the Management to compile a descriptive catalogue of authorized books for subjects in Intermediate and High School. With the issuance of this catalogue early in 1947, we shall have a complete descriptive listing of all books carried by the School-Book Branch. Four catalogues and a price list-requisition form are most effective aids in creating a "book consciousness" throughout the Province.

(2) *Sales Promotion Activities.*

Effort has been made the year round to inform students, teachers, school boards and dealers of the great variety of excellent books which are obtainable. The following means were used:

- (a) Extensive distribution of price lists, requisition forms, catalogues and circulars.
- (b) Displays at teachers' conventions. The Manager was pleased to have the opportunity of presenting displays at this year's Fall Conventions in Southern Alberta. On-the-ground observation of this type, provides much information regarding book requirements and problems.
- (c) Selections of books for examination purposes were supplied to classes of teachers-in-training. Book displays were also sent to divisional offices and individuals.

(3) *Supervising Publications for the Department.*

In cases of text or reference books being published locally, the Branch is concerned with matters of format, quantity, costs, date of availability and sundry other details. As examples in point, the Projects in the revised course for Community Economics and the Supplementary Exercises in Grammar required these services, this year.

(4) *Mail Order Business.*

In addition to the normal school board and dealer demands, an increasingly heavy volume of mail orders is being received from individuals. During the rush period, the Staff required to handle this part of our business has been quadrupled. Apparently, a great number of students live in remote areas where it is difficult to obtain text books locally. A considerable amount of this mail order business is noted to be received from Correspondence School students.

These orders entail a great deal of clerical work and shipping room handling. They receive priority in distribution.

(5) *The Continued Growth of School Libraries.*

Both in the older established school divisions and in those more recently organized, there is a continuous policy of expansion in school libraries being carried on. School authorities are "book conscious."

The School-Book Branch is encouraging and co-operating in every way possible to further the process of establishing adequate libraries. Shipments of display books, wholesale rates, prepayment of transportation charges on reasonably large shipments and wide circulation of catalogues are some of the means employed.

POST-WAR BOOK SUPPLY PROBLEMS 1945-46

(1) *Availability of Books.*

Publishers in common with other manufacturers are having difficulties in producing for peace time requirements. The demand for books is great, the means of supply are limited. There are a number of complicating factors: Shortages of material are conspicuous; for example, paper. Worn out or overburdened printing presses and lithographing machines, for which there were few replacements during the war, are limiting mass production. Labour disputes, strikes, shut downs, transportation tie-ups and other attendant stoppages and dislocations all create deficits and low stock inventories.

Because of shortages during war years, many books are out-of-print, reprinting or rebinding. Daily, the Branch receives advice from the publishers regarding books which are not available for one reason or another.

Obviously these factors which impede service are not within the control of the School-Book Branch.

(2) *Cost of Books.*

Publishers' costs of production have risen steadily since the end of the war. Essential materials such as paper, cover board and cloth are becoming more expensive as controls are relaxed. Increased wages are the order of the day. Material and labour costs may very well continue to increase during the period of shortages and the great demand for books.

In spite of the recent withdrawal of the Federal Government Exchange Tax and the parity in the exchange rate, books which have their origin in the United States are selling at higher prices than in 1944-45. The general tendency of increased prices in the post-war market is unmistakable. Upward price revisions are

received daily in publishers' notifications. The ink is hardly dry on our catalogues before we are forced to put quotation changes into effect.

The trend, then, is all too evident; books will continue to cost more. The day of the cheap text-book is, at least temporarily, past. The forecast for books in 1946-47 is "generally higher prices with some unavailable."

There are compensating light tones in the picture. Publishers are gearing for mass production. Supply will eventually meet demand. Again, there were never more attractive books of such high standards.

Careful planning and estimating of probable demand will enable the Branch to reach beneficial agreements with the publishers. Large scale purchasing power does help to offset shortages and somewhat restrict price increases.

In spite of difficulties, more books are being distributed than ever before by the School-Book Branch. By comparison, we are assured that we are fortunate in having a large variety of titles available in quantity. The Management is determined that this relative advantage will be maintained.

SERVICE RENDERED BY THE SCHOOL-BOOK BRANCH

Although it is required that the School-Book Branch be self-sustaining in its costs of operation, yet there is no requirement to produce revenue. That is, charges arising out of insurance, salaries, rent, interest on capital advanced by the Provincial Treasury and sundry other costs such as the printing and distribution of catalogues, are defrayed by the Branch. This means a narrow margin of profit is added to the cost of the books.

However, as a non-revenue producing agency it is possible for us to supply books at the lowest possible prices. No private agency or dealer could carry stock comparable in variety, quantity or quality and afford to operate on so slim a margin of profit.

The students and school boards derive direct benefits from the fact that the School-Book Branch does not need to make an excess of profit over and above operating costs. Other advantages and services are to be noted:

1. Purchasing in large consignments, often in carload lots, the Branch can secure the lowest transportation costs and reduced publishers' quotations.
2. A trained staff and past experience enable us to make purchases at the most opportune times.
3. School-book prices are standardized throughout the Province; students and school boards are not discriminated against when they are remote from sources of book supply.
4. The Branch serves as a large repository of books which makes them readily available.

Earlier in this report it was stated that the essential purpose of the School-Book Branch was to provide economical service of a high standard. The Management and Staff look forward in the year 1946-47 to the responsibility of helping to select, procure and distribute the best in books for Alberta schools. This responsibility is considered a privilege.

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following Statistics have been compiled from information received from Teachers, Official Auditors, and Secretary-Treasurers of School Districts and Divisions.

During the year 1945-46, there were 5,716 Rooms or Departments in 2,722 school districts with an enrolment of 155,455. Of this enrolment 49,196 were in the rooms of 41 City and Town Schools; 7,803 in 20 Separate Schools; and 14,196 in the rooms of other graded schools. During the year 1944-45, there were 50,555 in 48 City and Town Schools; 7,555 in 20 Separate Schools; and 15,518 in the rooms of other graded schools. Many graded schools have now been absorbed in School Divisions. During the year 1945-46, there were 3,614 pupils in 127 rooms of 25 Consolidations and 82,866 in the rooms of 53 School Divisions.

There were 664 rooms, inclusive of Commercial and Technical Rooms, devoted entirely to work of High School Grades, and 647 rooms devoted entirely to the work of the intermediate school, 275 rooms were devoted to work in both intermediate and high school grades. Ninety-two per cent of the schools in operation, operated for more than 160 days. The average monthly percentage of attendance was 89.73.

The increase in the upper grades, as compared with the lower grades since 1912 (the year in which the 12 Grade System was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Division I, 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1917	24.87	5.62	18.45
1922-1923	20.87	8.29	22.73
1927-1928	17.57	11.44	26.90
1932-1933	13.49	17.13	33.61
1937-1938	14.19	18.28	35.22
1942-1943	12.07	18.98	36.65
1943-1944	12.17	18.61	36.71
1944-1945	11.95	19.69	37.59
1945-1946	12.01	20.73	38.03

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1922 is as follows:

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1931-1932	.09	.31	.72	1.63	9.17	9.17	19.05	34.55	17.13	7.88	2.79	.15
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1941-1942	.07	.07	.34	1.33	4.08	8.51	17.44	26.39	31.27	7.85	2.55	.10
1942-1943	.10	.08	.44	1.45	4.08	8.45	17.00	24.35	33.25	7.99	2.51	.20
1943-1944	.07	.07	.39	1.03	3.08	7.54	19.22	26.01	32.62	7.49	2.30	.18
1944-1945	.05	.06	.29	.68	1.77	7.14	16.97	25.84	32.07	13.64	1.46	.03
1945-1946	.06	.06	.23	.60	1.58	5.73	12.91	25.98	36.26	14.43	1.64	.52

The average number of days of operation in School Divisions was 190.54 days and in schools not included in Divisions 189.7 days. The establishment of School Divisions has enabled the smaller rural schools to keep open for the full school year and has also brought High School Instruction to all rural areas. The cost of operation has increased again this year, but this was to be expected.

The shortage of teachers has kept many rooms closed during the year and has increased the transportation costs all over the Province. Many of the pupils of those closed schools are being conveyed to a centralized graded school, and the type of instruction offered in those schools is superior to that which they would have received if their own one-room school had been able to secure a teacher. In addition, nearly two hundred schools were at one time or another under the charge of a Supervisor of Correspondence Courses—those courses being furnished by the Correspondence Branch of the Department of Education. A total of 5,868 qualified teachers were employed during the year.

TABLE NO. 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1936	Per cent. of En- rolment	No. of Pupils June 30, 1945	Per cent. of En- rolment	No. of Pupils June 30, 1946	Per cent. of En- rolment
Division I:						
1st Year	23,689	14.17	18,225	11.95	18,668	12.01
2nd Year	17,154	10.26	15,784	10.35	16,111	10.36
3rd Year	17,022	10.18	15,798	10.35	15,999	10.29
Division II:						
1st Year	16,835	10.07	15,766	10.34	15,722	10.11
2nd Year	17,201	10.29	15,104	9.90	15,234	9.80
3rd Year	16,437	9.83	14,510	9.51	14,619	9.40
Intermediate:						
1st Year	15,314	9.16	14,476	9.49	14,018	9.01
2nd Year	14,216	8.50	12,835	8.41	12,906	8.29
3rd Year	10,695	6.34	11,376	7.46	11,352	7.32
High School:						
1st Year	8,585	5.14	7,624	5.00	8,338	5.36
2nd Year	5,914	3.59	5,837	3.83	6,378	4.12
3rd Year	4,131	2.47	5,197	3.41	6,110	3.93
Totals ..	167,193	100.00	152,532	100.00	155,455	100.00
Elementary Grades	108,338	64.80	95,187	62.41	96,353	61.97
Intermediate Grades	40,225	24.00	38,687	25.36	38,276	24.62
High School Grades	18,630	11.20	18,658	12.23	20,826	13.41

The total enrolment has increased nearly 3,000 over last year, and the percentage of pupils in High School Grades has increased 1.18%.

TABLE NO. 2
COMPARATIVE STATEMENT SHOWING ATTENDANCE AND CLASSIFICATION OF
PUPILS IN DIVISIONS AND IN SCHOOLS NOT INCLUDED IN DIVISIONS.

	Schools Outside Divisions	Divisions
Number of pupils enrolled	72,589	82,866
Aggregate days attendance of pupils	12,220,164	12,972,923
Daily average attendance of pupils	69,095.56	64,067.07
Percentage of attendance of total enrolment	95.2	77.3
Average number of days attended per pupil	168.35	155.35
Average length of school year	189.70	190.54
Classification:		
Division I:		
1st Year	7,723	10,945
2nd Year	6,883	9,228
3rd Year	6,652	9,347
Division II:		
1st Year	6,494	9,228
2nd Year	6,343	8,891
3rd Year	6,145	8,474
Intermediate:		
1st Year	6,102	7,916
2nd Year	5,918	6,988
3rd Year	5,855	5,497
High Schools:		
1st Year	5,497	2,841
2nd Year	4,475	1,903
3rd Year	4,502	1,608
Total Attendance	72,589	82,866

School Divisions include practically all of the Rural Schools in the Province, but some Urban Areas have been included in Divisions, and many of the schools in Divisions are Graded Schools. Schools outside Divisions are, for the most part, Urban Schools, and practically all are Graded Schools.

TABLE NO. 3
AVERAGE AGE OF PUPILS

Division I:		Intermediate:	
1st Year	7.04	1st Year	13.19
2nd Year	8.18	2nd Year	14.20
3rd Year	9.29	3rd Year	15.10
Division II:		High School:	
1st Year	10.37	1st Year	16.03
2nd Year	11.28	2nd Year	17.04
3rd Year	12.30	3rd Year	18.00

TABLE NO. 4
NUMBER AND AGES OF PUPILS

Ages	No. of Pupils	Percentage of Enrolment
5 years and under	193	.12
6 years	6,031	3.88
7 years	13,821	8.89
8 years	14,228	9.15
9 years	13,762	8.91
10 years	14,695	9.45
11 years	14,094	9.06
12 years	14,201	9.13
13 years	14,404	9.26
14 years	14,434	9.28
15 years	13,445	8.64
16 years	9,781	6.29
17 years	6,579	4.23
18 years	3,760	2.42
19 years	1,508	.97
20 years	331	.21
21 years and over	178	.11
Totals	155,455	100.00

Of the pupils enrolled 14.23% are over the compulsory age limit of 15 years.

TABLE NO. 5
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY IN ALL SCHOOLS—
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1946

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot.
Division 1.	Boys	85	3034	4683	1489	356	160	77	33	30	13	7	2						9969
	Girls	108	2903	4253	1000	244	104	48	20	13	3	3	1						8699
	Boys		38	2214	3912	1563	506	158	63	33	10	10	1						8508
Division II:	Boys		51	2504	3608	989	308	76	40	18	4	4	1						7603
	Girls		2	64	1807	3450	1856	676	258	112	33	19	2						8279
	Boys		3	100	2229	3478	1320	378	128	47	22	43	4						7720
Division II:	Boys		1	74	1489	3378	1854	870	329	170	72	34	6						8191
	Girls		2	105	2018	3327	1279	499	170	72	34	6	2						7531
	Boys		61	3323	3044	1789	864	375	126	20	1	1							7805
Intermediate	Boys		1	3	98	1968	3197	1370	514	187	911	342	50						7429
	Girls				7														7345
	Boys																		7274
High School:	Boys																		6886
	Girls																		7132
	Boys																		6378
High School:	Boys																		6328
	Girls																		5413
	Boys																		5939
High School:	Boys																		3706
	Girls																		4632
	Boys																		2842
High School:	Boys																		3536
	Girls																		2884
	Boys																		3226
Totals by Sex	Boys	85	3074	5962	7283	6928	7513	7259	7144	7239	7403	6705	4574	3090	1854	800	191	102	78206
	Girls	108	2957	6359	6945	6834	7182	6835	7057	7165	7031	6750	5207	3459	1906	708	140	76	77249
*Grand Totals			193	6031	13821	14228	13762	14695	14094	14201	14404	14434	13455	9781	6579	3760	1508	331	178155455
Began Div. I, 1st Year, during the year	Boys	85	2845	4179	986	195	100	47	15	22	11	5	2						8492
	Girls	108	2801	3944	727	144	72	32	15	13	3	2							7861
Repeated Div. I, 1st Year from last year	Boys		189	504	503	161	60	30	18	8	2	2							1477
	Girls		102	309	273	100	32	16	5			1							838

TABLE NO. 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE,
UNDER AGE, NORMAL, AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	193	14,873	3,602	18,668	1.03	79.61	19.36
2nd Year	89	12,238	3,784	16,111	.55	75.96	23.49
3rd Year	169	10,964	4,866	15,999	1.05	65.83	30.42
Division II:							
1st Year	182	10,222	5,318	15,722	1.16	65.01	33.83
2nd Year	163	9,732	5,339	15,234	1.06	63.88	35.06
3rd Year	239	8,953	5,427	14,619	1.63	61.24	37.13
Intermediate:							
1st Year	250	8,592	5,176	14,018	1.85	61.28	36.87
2nd Year	268	8,516	4,122	12,906	2.08	65.98	31.94
3rd Year	320	8,099	2,933	11,352	2.82	71.34	25.84
High School:							
1st Year	301	6,311	1,726	8,338	3.61	75.69	20.70
2nd Year	316	4,932	1,130	6,378	4.72	77.32	17.96
3rd Year	345	4,114	1,651	6,110	5.64	67.33	27.03
Totals	2,835	107,546	45,074	155,455	1.82	69.18	29.00

This is a recapitulation of Table No. 5. Pupils lose many days when schools are in operation as can be seen in Table No. 22.

TABLE NO. 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	4	.003	.06	.02
2nd Year	4	.003	.06	.02
3rd Year	15	.009	.23	.09
Division II:				
1st Year	38	.024	.60	.24
2nd Year	101	.065	1.58	.66
3rd Year	366	.236	5.73	2.50
Intermediate:				
1st Year	825	.531	12.91	5.88
2nd Year	1,660	1.068	25.98	12.85
3rd Year	2,317	1.490	36.26	27.83
High School:				
1st Year	922	.593	14.43	11.05
2nd Year	105	.067	1.64	1.65
3rd Year	33	.021	.52	.54
Total	6,390	4.110	100.00	

The percentage leaving at 15 years of age shows a decrease in the lower grades, but increases from Grade IX up. The total increase over last year is over 200 pupils.

TABLE NO. 9

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE ACADEMIC YEAR ENDING JUNE 30th, 1946

Month	Possible Aggregate	Actual Aggregate	Percentage of attend- ance per month
July	7,112	5,566	78.2
August	6,325	5,427	85.8
September	2,174,806	1,913,869	88.0
October	3,113,120.5	2,791,410	89.7
November	3,116,830	2,785,632	89.3
December	2,202,621	1,983,339	90.0
January	3,039,349.5	2,609,800.5	85.7
February	2,927,161	2,627,417	89.8
March	3,076,547	2,806,061.5	91.2
April	2,392,273	2,151,936.5	90.0
May	3,186,760.5	2,905,719	91.2
June	2,821,469	2,606,909.5	92.4
AVERAGE MONTHLY PERCENTAGE OF ATTENDANCE			89.73

The summer months of July and August have been omitted in obtaining the average monthly percentage of attendance. Only a few schools operated in those months, and the schools operating were schools in outlying areas, where attendance is always low.

TABLE NO. 10

SCHOOL DISTRICTS

No. of School Districts in existence, December 31, 1945, including the units in Consolidation	3,925
No. of Consolidations in the Province, December 31, 1945	42
No. of Units in Consolidation, December 31, 1945	146
No. of School Districts established in 1946	12
No. of School Districts dissolved in 1946	2
No. of School Districts in the Province, December 31, 1946, including the units in Consolidation	3,947
No. of Consolidations in Province, December 31, 1946	42
No. of School District Units in Consolidations, December 31, 1946	146
No. of School Divisions in existence, December 31, 1946	55
No. of Rural High Schools in existence, December 31, 1946	1

To obtain the number of schools that could operate, deduct the number of units in Consolidation from the number of School Districts in the Province at December 31, 1946, and add the 42 Consolidations. The Lacombe Division was erected in December of 1946, but will operate as a Division from and after January 1, 1947.

TABLE NO. 11

ATTENDANCE OF PUPILS

	Enrol- ment	Number of Boys	Number of Girls	Aggregate Attend- ance	Average Attend- ance
City Schools	37,426	18,755	18,671	6,345,842	33,144.48
Town Schools	11,770	5,721	6,049	1,991,783	10,462.02
Separate Schools	7,803	3,728	4,075	1,310,800	6,925.34
Village Schools	10,582	5,196	5,386	1,767,012	9,268.18
Consolidated Schools	3,614	1,825	1,789	595,635	3,119.67
Divisions	82,866	42,259	40,607	12,972,923	69,095.56
Rural Schools	1,394	722	672	209,092	1,147.38
	155,455	78,206	77,249	25,193,087	133,162.63

The average number of pupils enrolled per room was 27.2, a decrease of .02 from last year. The average attendance of pupils per room was 23.29, an increase of .07 over last year.

TABLE N° 12.

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN
ALBERTA SCHOOLS FROM 1905 - 1946 INCL.

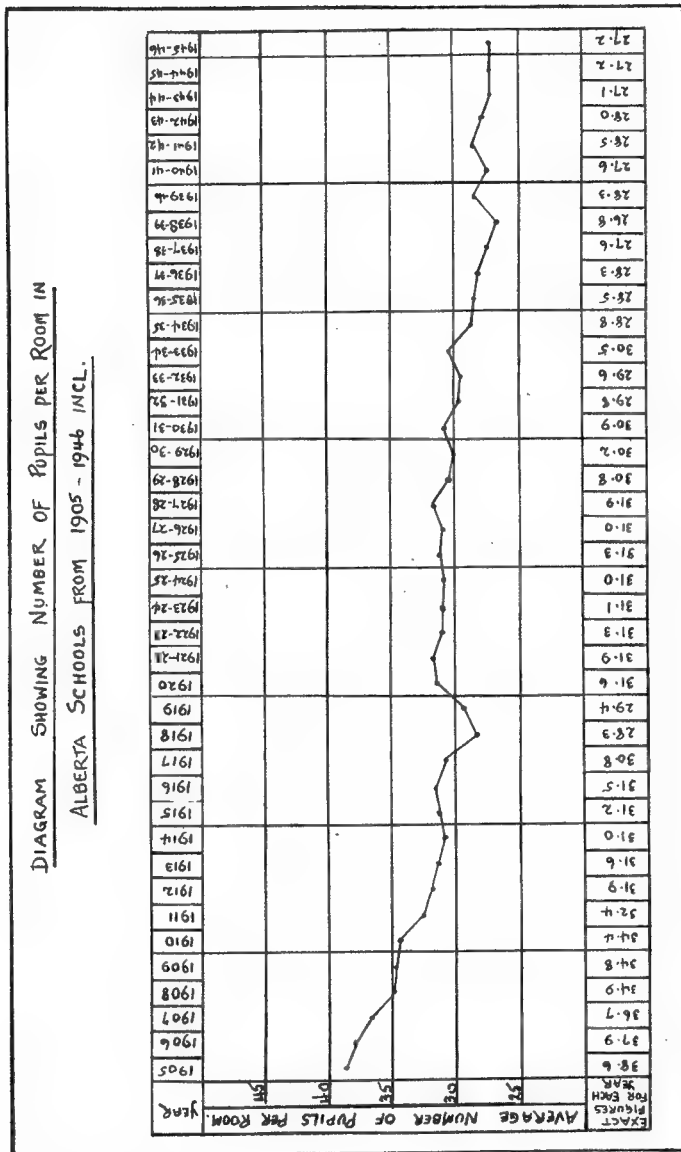


TABLE NO. 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED IN EACH DIVISION.

Name of Division	Number of School Dist- rict Units in Divisions	Number of Elementary Rooms	Number of Elementary, Intermediate, and High School Rooms	Number of Intermediate Rooms	Number of Intermediate and High School Rooms	Number of High School Rooms	Total Enrollment	Average Attendance
Berry Creek	30			13	1	1	202	166.81
St. Mary's River	58	38	16	5	11	15	2,500	2,120.69
Foremost	141	21	17	4	5	4	1,116	900.49
Medicine Hat	112	10	44		1	2	1,018	817.46
Taber	73	35	3	10	6	8	1,925	1,661.8
Lethbridge	89	55	8	22	8	21	2,835	2,431.57
Acadia	100	5	32	2	2	3	684	574.98
Sullivan Lake	84	2	33		2	2	504	429.06
Peace River	61	14	22	2	3	2	1,595	1,195.68
Lac Ste. Anne	78	13	62	5	4	3	2,242	1,979.65
Edson	46	11	43	2	1	5	2,116	1,911.40
Clover Bar	79	27	54		20	2	2,890	2,274.1
Grande Prairie	90	3	69		4	4	1,787	1,443.94
Rocky Mountain	73	9	38		4	2	1,815	1,406.82
Neutral Hills	84	3	56	1	2	2	668	592.80
Holden	77	14	41	2	19	3	1,710	1,503.52
Lamont	56	27	31	1	4	5	2,476	2,240.37
Vegreville	70	13	48	1	4	3	1,608	1,397.31
Canrose	73	14	50	7	9	1	1,712	1,441.05
Two Hills	70	22	56	2	3	7	2,658	2,262.54
Killian	74	7	50	1	2	4	1,281	1,074.48
Stony Plain	76	11	67	2	4	4	2,595	2,370.33
Sturgeon	84	26	57	1	13	4	2,636	2,251.40
Vermilion	102	20	75	5	2	9	2,282	1,973.64
Stettler	79	5	70	1	2	2	982	799.4
Castor	84	12	45	2	5	5	1,108	944.55
Macleod	67	14	15	5	1	6	1,047	915.74
Pincher Creek	40	5	22		1	1	440	342.18
Drumheller	76	3	53		2	3	684	577.82
Olds	92	11	76	1	6	3	1,886	1,573.74
Wainwright	73	9	48	3	1	6	1,231	1,065.64
Provost	74	8	35		2	1	700	602.88
Ponoka	78	7	67	2	2	3	1,773	1,455.60
Red Deer	81	4	75		4	1	1,781	1,502.42

Wetaskiwin	57	3	54	1	1	1	1	1,463	1,079.32
Pembina	84	13	86	1	1	1	6	2,563	2,175.14
Foothills	78	14	14				6	840	723.45
Smoky Lake	76	33	57	4	4	13	11	3,270	2,545.80
Wheatland	87	16	48			7	8	1,765	1,557.26
Calgary	80	31	31	1	1	10	3	1,830	1,518.85
Athabasca	76	13	59	2	2	5	5	2,107	1,765.56
Bow Valley	55	9	13	2	1	2	3	588	489.87
E. I. D.	46	21	16	2	1	5	4	1,470	1,246.59
St. Paul	66	13	60	1	1	1	3	1,922	1,493.51
Bonnyville	64	17	53	1	1	2	3	2,134	1,633.03
Spirit River	43	13	30			2	2	1,444	1,096.02
High Prairie	44	18	32	2	2	2	2	1,603	1,077.95
Strawberry	46	12	42	2	2	2	1	1,532	1,210.89
Fairview	45	12	29	2	1	2	2	1,016	862.61
Lac La Biche	43	16	36	2	2	2	1	1,344	1,003.61
Fort Vermilion	6	2	2					193	146.55
East Smoky	13	3	12					298	249.72
Red Deer Valley	6	15	1				3	1,015	901.07

DEPARTMENT OF EDUCATION

TABLE NO. 14

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

	City and Town	Village and Consolidated	Divisions and Rural	Total
Less than 20 days	476	130	897	1,503
Between 20 and 39 days	731	160	1,449	2,340
Between 40 and 59 days	683	197	1,341	2,221
Between 60 and 79 days	784	137	1,211	2,132
Between 80 and 99 days	669	171	1,762	2,602
Between 100 and 119 days	840	238	2,741	3,819
Between 120 and 139 days	1,296	402	4,839	6,537
Between 140 and 159 days	3,536	1,419	14,225	19,180
Between 160 and 179 days	19,095	5,845	36,429	61,369
Between 180 and 199 days	28,889	5,497	19,323	53,709
200 Days or over			43	43
Totals	56,999	14,196	84,260	155,455

Of the pupils enrolled 74.05 attended for 160 days or over.

TABLE NO. 15

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1945-46

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	170	144.77	90.34
Edmonton	15,955	14,183.65	93.41
Calgary	14,196	12,480.27	92.37
Thibault	330	298.36	94.66
Macleod	424	387.71	91.70
Lethbridge	2,467	2,222.28	93.34
Medicine Hat	1,999	1,758.62	92.11
Fort Saskatchewan	245	225.26	90.81
Gleichen	144	128.49	90.39
Red Deer	1,076	968.16	92.99
Pincher Creek	226	178.65	90.11
High River	381	326.44	89.33
Okotoks	205	187.98	91.32
Innisfail	369	331.89	92.99
Olds	424	387.97	91.09
Lacombe	482	437.09	89.85
Wetaskiwin	591	527.36	90.90
Leduc	275	247.92	92.23
Ponoka	532	472.20	91.35
Blairmore	313	263.61	90.45
Didsbury	308	271.76	91.73
Raymond	769	687.26	91.13
Coleman	586	512.16	96.55
Camrose	793	700.87	91.15
Stettler	377	344.15	93.50
New Vegreville	456	425.04	92.84
Daysland	195	167.91	91.11
Hardisty	135	116.92	91.56
Vulcan	218	191.63	92.01
Tofield	188	167.44	93.48
Brooks	328	282.23	91.06
Bow Island	235	212.12	87.56
St. Paul	478	411.20	91.72
Redcliffe	295	275.83	94.26
Beverly	224	203.44	91.91
Grande Prairie	538	481.65	91.08
Drumheller	1,142	1,004.14	91.98
Peace River	276	240.41	92.11
Rocky Mountain House	272	220.25	87.61
Hanna	395	353.75	93.41
Three Hills	184	166.08	92.00
Calgary, R.C.S.	1,783	1,551.62	92.92
Edmonton, R.C.S.	3,736	3,333.17	90.25
Lethbridge, R.C.S.	585	542.66	94.14
Sacred Heart, R.C.S.	58	54.38	91.65
St. Martin's, R.C.S.	124	104.08	93.64
North Red Deer, R.C.S.	171	158.37	92.28
St. Michael's, R.C.S.	161	133.70	89.61
St. Louis, R.C.S.	258	224.19	94.76
Theresetta, R.C.S.	75	71.46	96.53
St. Joseph's R.C.S.	159	145.78	91.33
Wainwright, R.C.S.	94	87.48	93.60
Average of Monthly Percentages in Town Schools			91.98

TABLE NO. 16
TABLE SHOWING NUMBER OF PUPILS IN THE OPTIONAL SUBJECTS
IN INTERMEDIATE GRADES

Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Music	5696	5765	5146	5130	2325	2743	13167	13638	26805
Art	4831	5052	2824	3196	3097	3542	10752	11790	22542
Dramatics	812	926	1308	1459	1400	1600	3520	3985	7505
Farm & Home Accounting	244	303	333	327	62	66	639	696	1335
Typewriting	185	250	223	240	1458	1590	1866	2080	3946
General Shop	1879	121	2177	162	2096	220	6152	503	6655
Home Economics	194	1925	72	1972	117	2087	353	5984	6367
Community Economics	2283	2243	2270	2373	2656	2953	7209	7569	14778
Oral French	173	156	368	391	1399	1575	1940	2117	4057
Agriculture					47	67	47	67	114
Totals	16797	16741	14721	15250	14657	16438	45675	48429	94104

TABLE NO. 17
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY:									
English 1	3663	4625	170	67	21	16	3854	4708	8562
English 2	25	20	2246	3136	198	132	2469	3288	5757
English 3		1	3	9	1853	2355	1456	2265	3721
Social Studies 1	3923	4704	115	108	19	3	4057	4815	3872
Social Studies 2	27	29	3003	4123	125	158	3155	4310	7465
Social Studies 3		1	5	10	2233	2278	2238	2289	4527
Health and Physical Education 1	3614	4244	111	119	26	48	3751	4411	8162
Mathematics 1	438	401	39	62	4	1	481	464	945
Science 1	191	124	84	27	13	2	288	153	441
GROUP A—ACADEMIC:									
French 1	1744	2303	608	751	89	138	2441	3192	5633
French 2	17	19	772	1059	484	496	1273	1574	2847
French 3	3	3	8	18	728	834	739	855	1593
Latin 1	412	500	132	177	64	104	608	781	1389
Latin 2	6	4	174	252	103	119	283	375	658
Latin 3					194	220	194	220	414
German 1									
German 2									
German 3									
Algebra 1	1378	1375	444	502	165	139	1987	2016	4003
Algebra 2					1309	1180	1309	1180	2489
Geometry 1	1258	1603	1556	1720	224	177	3038	3500	6538
Trigonometry & Analytical Geometry					1206	957	1206	957	2163
Chemistry 1	333	381	816	965	288	318	1437	1664	3101
Chemistry 2	4	6	16	18	1566	1586	1586	1610	3196
Physics 1	2026	2140	1171	1312	119	130	3316	3582	6898
Physics 2	8	19	4	1	1199	662	1211	682	1893
Biology 2	75	186	29	42	458	1100	562	1328	1890
GROUP B—COMMERCIAL:									
Bookkeeping 1	194	519	84	127	66	60	344	706	1050
Bookkeeping 2			34	102	14	34	48	136	184
Bookkeeping 3					5	24	5	24	29
Stenography 1	69	624	17	167	16	65	102	856	958
Stenography 2			14	335	6	78	20	413	433
Typewriting 1	465	1091	225	443	149	189	839	1723	2562
Typewriting 2			80	464	26	167	106	631	737
Office Practice 1	2	2	51	362	10	34	63	398	461
Office Practice 2			8	27	5	34	13	61	74
Secretarial Training					10	109	10	109	119
Business Machines					16	116	16	116	132
GROUP C—TECHNICAL:									
Woodwork 1	253		21		3		277		277
Woodwork 2			163		1		164		164
Woodwork 3					40				40
Metalwork 1	189		8				197		197

	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Metalwork 2			120		5		125		125
Metalwork 3					30		30		30
Electricity 1	242		3				250		250
Electricity 2			125		8		133		133
Electricity 3					28		28		28
Automotives 1	276						276		276
Automotives 2			134		2		136		136
Automotives 3					36		36		36
Printing 1	55	41	1	2			56	43	99
Printing 2			21	12	4		25	12	37
Arts and Crafts 1	70	128	13	29	10	17	93	174	267
Arts and Crafts 2			12	59	9	11	21	70	91
Arts and Crafts 3					14	27	14	27	41
Fabrics and Dress 1		127		82	3	9	3	218	221
Fabrics and Dress 2				119	2	50	2	169	171
Fabrics and Dress 3						33		33	33
Homemaking 1		163		302	2	13	2	478	480
Homemaking 2				84		13		97	97
Homemaking 3						75		75	75
General Mathematics 3	9	22		3	58	2	67	27	94
SHOP:									
Drawing and Design		3	39				39	3	42
Theory	33						33		33
Shop Practice	26		24		2		52		52
GROUP D.—GENERAL:									
Dramatics 1	497	698	266	316	105	146	868	1160	2028
Dramatics 2	3	8	50	68	40	54	93	130	223
Music 1	321	674	288	528	115	234	724	1436	2160
Music 2	2	34	58	102	9	50	69	186	255
Music 3					2	5	2	5	7
Art 1	406	632	302	474	302	225	1010	1331	2341
Art 2	17	14	18	26	18	12	53	52	105
Mechanical Drawing	34		27	1	12	3	73	4	77
Geology 1	678	547	411	503	117	174	1206	1224	2430
Bookkeeping 1a	292	387	232	303	71	100	595	790	1385
Stenography 1a	11	61	20	76	14	29	45	166	211
Typewriting 1a	331	461	208	327	97	169	636	957	1593
General Shop 1	532	61	159	48	62	58	753	167	920
General Shop 2	20	7	173	12	67	16	260	35	295
Home Economics 1	12	632	10	218	4	67	26	917	943
Home Economics 2			9	120	4	78	13	198	211
Needlework	5	186	5	166	11	77	21	429	450
Vocations and Guidance	534	789	283	299	61	106	878	1194	2072
Vocations and Guidance 2	15	32	22	39	3	16	40	87	127
General Mathematics 2	5	9	137	27	31	17	173	53	226
General Science 2	2	3	2		20	3	24	6	30
Survey of English Literature	8	6	155	240	81	146	244	392	636
Physical Education 2	30	35	428	360	68	70	526	465	991
Economics			1	1	163	241	164	242	406
Psychology	9		653	936	1162	352	1824	1288	3112
Law			200	230	69	79	269	309	578
Sociology	8	8	430	539	178	268	616	815	1431
Creative Writing			8	8	31	87	39	95	134
Health 1	138	92	31	8	1		170	100	270
Health 2			83	98	14	29	97	127	224
Biology 1	526	771	170	237	50	83	746	1091	1837
General Science 1	43	31	23	22			66	53	119
General Mathematics 1	135	170	20	23			155	193	348
General Mathematics 1a			6					6	6
Drafting 1	37						37		37
Cadets	7		17				24		24
Physical Education	62	35	42	11	12		116	46	162

TABLE NO. 18

POST-SCHOOL RECORD OF PUPILS

(Distribution of Pupils leaving School during the Year, or at the end of the Previous Year, by Sex, Grade and Occupation.)

Occupation	Grade																	
	Below VII		VII		VIII		IX		X		XI		XII		Special			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
(a) Further Training																		
College, University	9	7	6	5	75	95	113	185	52	85	45	49	164	125	19	7	1041	
Normal School														31	191	3	10	235
Nurses Training		1			2	3	1	15	2	53	9	99	37	172	1	210	13	224
Business College	5	2	2		8	2	13	9	12	3	38	6	52	25	4	1	14	409
Technical Training																		
(b) Occupations																		
Agriculture	336	105	251	111	520	244	543	257	246	96	171	54	209	68	26	21	3258	
Fishing, Hunting	13	1	1	4	4	4	4	5	5	2	5				1		36	
Logging	5		8		12		16	1	13		6						67	
Quarrying			2		3		13		13		33						93	
Manufacturing	2	1	9	1	1		8	17	11	14	32	4	22	10	2	3	190	
Electric Light and Power																		
Construction	4		9		11		16	1	21	2	26	1	42	1	2		38	
Transportation & Communication	8	1	11	1	15	7	44	6	34	3	37	13	59	20	1	1	261	
Warehousing & Storage		1			7	3	9		10	1	19	1	19	1			53	
Trade	1	2	1		3	7	9	22	15	53	25	61	50	43	8	4	304	
Finance and Insurance																		
Active Service					2			1	1	1	27	39	45	3	2	24	2	
Govt. & Civil Service	1						7	1	1	5	2	14	8	28			130	
Professional				1			1	1	1	1	1	9	39				62	
Recreational																	58	
Personal	2																30	
Laundring		23	4	13	1	59	12	86	5	60	9	53	7	38	1	2	375	
Clerical		2	1	2					5								25	
Unskilled Workers	8	10	18	2	1	4	5	11	18	40	22	105	51	239	12	24	539	
Unknown																		
(c) Other Groups																		
Marriage		15	5	15	27	37	29	56	58	99	52	73	111	97	1	6	702	
To Institutions																		
Death or Disability																		
Unemployed	18	11	5	6	3	11	6	14	15	15	9	12	7	10	1	2	145	
Left Province																		
Unknown	18	13	12	15	16	17	20	18	14	24	10	19	19	14	3	1	245	
Others		2		2	2	4	15	17	32	3	1	7		8			45	
Totals	465	232	358	201	761	582	976	867	651	662	640	662	1087	1512	90	122	9868	

TABLE NO. 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village and Consolidated	Rural	Total
Less than 20 days				
Between 20 and 39 days				
Between 40 and 59 days			1	1
Between 60 and 79 days			3	3
Between 80 and 99 days			3	3
Between 100 and 119 days			12	12
Between 120 and 139 days			35	35
Between 140 and 159 days			164	164
Between 160 and 179 days		1	352	353
Between 180 and 199 days	44	87	2,018	2,149
200 days and over			2	2
Totals	44	88	2,590	2,722

This table does not include those schools that are operating under Section 138 of The School Act, by sending their pupils to adjacent schools. Partly due to the teacher shortage, centralization continues to increase all through the Province, and transportation costs continue to mount up each year. Of the schools in operation 91.99% operated more than 160 days.

TABLE NO. 20
NUMBER OF SCHOOLS IN OPERATION AND NUMBER OF ROOMS OPERATED AS
AT JUNE 30, 1945 AND JUNE 30, 1946

School Districts having:	Total Schools		Total Departments	
	June 30, 1945	June 30, 1946	June 30, 1945	June 30, 1946
1 Department	1,992	2,105	1,992	2,105
2 Departments	292	297	584	594
3 " "	106	87	318	261
4 " "	61	70	244	280
5 " "	34	36	170	180
6 " "	28	42	168	252
7 " "	21	20	147	140
8 " "	12	13	96	104
9 " "	7	10	63	90
10 " "	3	4	30	40
11 " "	6	1	66	11
12 " "	4	6	48	72
13 " "	5	5	65	65
14 " "	4	4	56	56
15 " "		1		15
16 " "	2	4	32	64
17 " "	5	1	85	17
18 " "	1	1	18	18
19 " "		1		19
20 " "	2	3	40	60
21 " "		1		21
22 " "	1		22	
24 " "		1		24
29 " "	1		29	
32 " "		2		64
33 " "	1		33	
39 " "	1		39	
43 " "		1		43
54 " "	1		54	
56 " "	1		56	
57 " "		1		57
65 " "		1		65
69 " "	1		69	
70 " "		1		70
102 " "	1		102	
106 " "		1		106
385 " "	1		385	
397 " "		1		397
408 " "	1		408	
426 " "		1		426
Totals	2,595	2,722	5,419	5,716

We have included in the 1946 totals, those rooms that operated under Supervisors of Correspondence Courses. In 1945, there were 109 such rooms that were not included.

TABLE NO. 21

DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA
SCHOOLS FROM 1905-1946 INCLUSIVE.

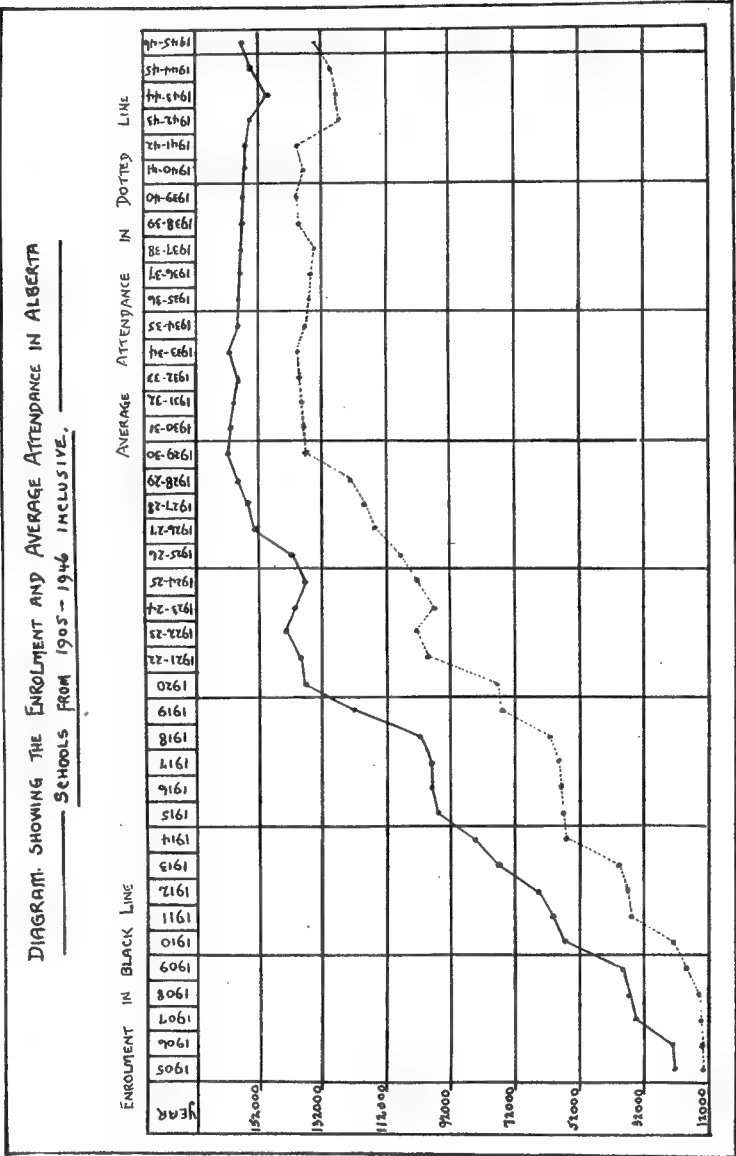


TABLE NO. 22

	1935-36	1944-45	1945-46
(1) Aggregate number of days attended during the year	25,008,994	23,310,893.5	25,193,087
(2) Average number attending each day	132,725.18	130,095.81	133,162.63
(3) Average monthly percentage of attendance	87.15	90.14	89.73
(4) Average number of days school was open during the year	178.74	180.12	191.28
(5) Average number of days pupils attended during the year	149.59	152.84	162.06
(6) Average number of days pupils lost during the year	50.41	47.16	37.94
(7) Percentage proportionate of total attendance to average attendance	79.38	85.29	85.65
(8) Percentage proportionate of Intermediate to Elementary Grades	37.13	40.64	39.78
(9) Percentage proportionate of High School to Intermediate and Elementary Grades	12.55	13.85	15.46

During the year 1945-46, the maximum number of days a school could operate was only 194 days. The number of days lost in this table is based on a School Year of 200 days. The actual time lost by pupils is 15.27% of the time schools actually operated.

TABLE NO. 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1946 INCLUSIVE.

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	178.4	
1910	1,501	1,195	1,610	79.60	158.3	
1915	2,478	2,138	3,082	86.36	181.5	
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1941-42	4,001	3,625	6,327	90.60	179.9	91.62
1942-43	4,008	3,277	5,988	81.76	191.9	88.29
1943-44	4,012	2,852	5,603	71.03	184.9	89.36
1944-45	4,022	2,595	5,419	64.52	180.1	90.14
1945-46	4,034	2,722	5,716	70.57	191.2	89.73

The above figures for school districts in operation do not include those districts that transport their pupils to adjoining schools. Some two hundred of the rooms in operation operated under a Supervisor of Correspondence Courses.

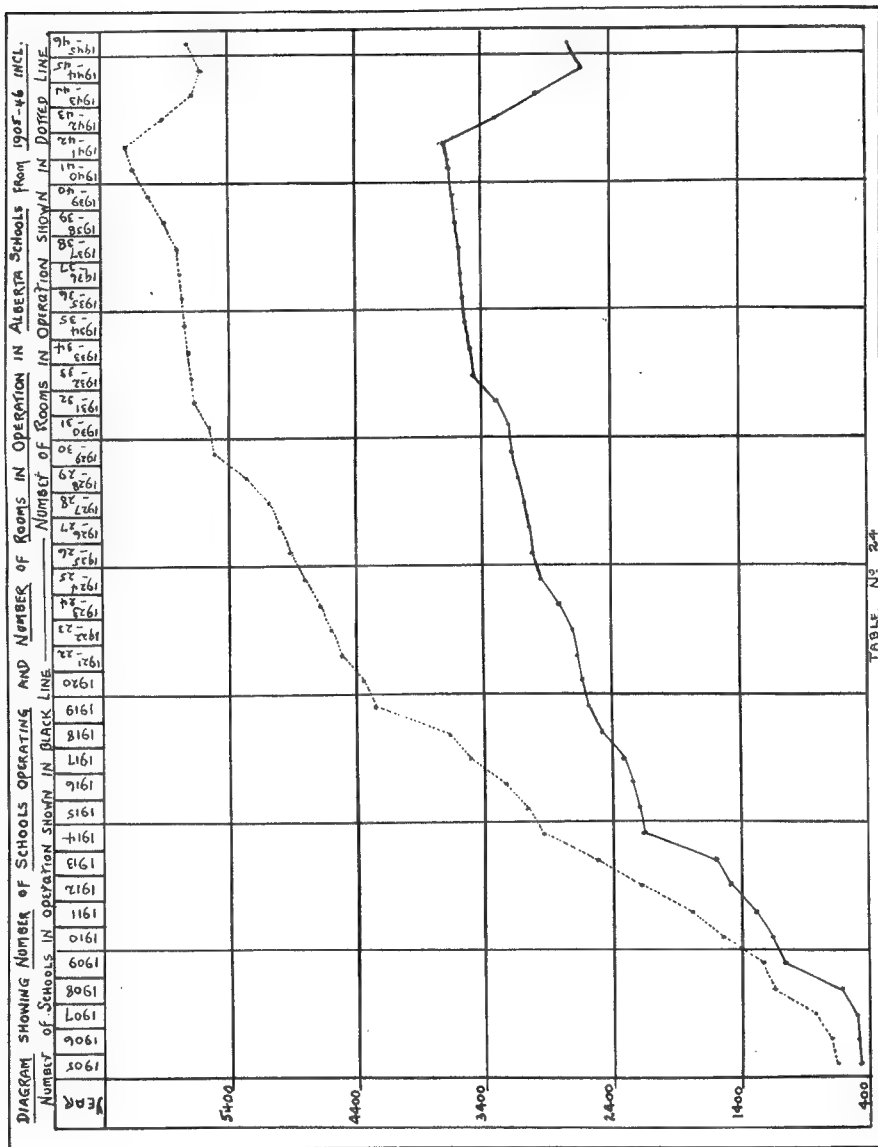


TABLE NO. 25

STATEMENT SHOWING RECEIPTS AND PAYMENTS IN ALL SCHOOL DISTRICTS
DURING THE YEAR 1945

RECEIPTS	
Balance of Cash on hand at Beginning of Year ..	\$ 1,192,130.20
Net Provincial Grants ..	3,001,733.27
Tax Receipts:	
Levied by Municipality ..	\$ 8,747,123.23
Levied by School District ..	1,194,006.76
Levied by Department of Municipal Affairs ..	673,635.03
Levied by Special Areas Board ..	164,356.45
	10,825,819.33
Received from Other Schol Boards ..	54,213.60
Tuition Fees ..	202,918.17
Other Operating Receipts ..	287,222.07
Total Operating Receipts ..	\$15,564,036.64
Bank and Other Short Term Borrowings ..	\$ 1,047,000.87
Receipts from Sale of Debentures ..	57,997.29
Other Non-Operating Receipts ..	465,448.05
Total Receipts ..	\$17,134,482.85
Bank Overdrafts at End of Year ..	85,431.03
	<u>\$17,219,913.88</u>

DEPARTMENT OF EDUCATION

PAYMENTS

Bank Overdrafts at Beginning of Year		\$ 110,832.71
Administration:		
Secretary-Treasurers' Salaries	\$ 191,831.47	
Clerks and Stenographers	34,218.48	
Auditors	8,427.11	
Attendance Officers	7,385.15	
Premium on Treasurers' Bonds	915.36	
Election Expenses	3,836.72	
Trustees' Expenses	78,233.04	
Office Rent, Fuel, Phone, etc	34,588.10	
Office Supplies	49,654.06	
Other Administration Expenses	34,807.77	
		443,897.26
Instruction:		
Teachers' Salaries	\$ 8,058,586.62	
Supervisors' Salaries and Expenses	69,013.36	
Clerical Expenses (Clerks to Principals, etc)	10,196.39	
Correspondence Courses	26,423.88	
Tuition fees	172,317.59	
Library and Reference Books	93,878.99	
Text Books	48,314.75	
Instructional Supplies	265,817.23	
Other Instructional Expenses	66,250.20	
		8,810,799.01
Plant Operation and Maintenance:		
Caretakers' Salaries	\$ 701,351.13	
Caretaking Supplies	63,626.71	
Fuel, Light, Water, Phone, Ice, etc	538,432.18	
Repairs and Replacements to Buildings	551,630.02	
Replacements to Fences, Grounds, etc	56,481.98	
Repairs and Replacements to Furniture & Equipment	125,956.89	
Insurance	86,479.53	
Rent	37,937.07	
Other Operation and Maintenance	67,661.78	
		2,229,557.29
Auxiliary Services:		
Medical and Health Services	\$ 111,756.92	
Transportation of Pupils	793,036.64	
Other Auxiliary Services, including Dormitories, etc.	70,452.51	
		975,246.07
Payments to Other Boards		18,033.05
Capital Expenditures Provided out of Operating Receipts:		
Land, Buildings, Furniture, and Equipment	\$ 1,158,822.17	
Transportation Equipment	84,478.14	
		1,243,300.31
Debt Charges:		
Debentures—Principal Instalments	484,454.97	
Debentures—Interest	262,069.46	
Interest on Short Term Borrowings and Other Bank		
Charges	40,655.90	
		787,180.03
Repayment of Bank or other Short Term Borrowings		966,418.17
Capital Expenditure out of Proceeds from Debentures		95,186.17
Other Non-Operating Payments		478,426.98
		\$16,158,877.05
CASH ON HAND AND BANK BALANCE (less Out-		
standing Cheques)		1,061,036.83
		<u>\$17,219,913.88</u>

TABLE NO. 25(a)
STATEMENT SHOWING TOTAL REVENUE AND EXPENDITURE FOR THE
YEAR 1945 IN ALL SCHOOLS

REVENUE	
Gross Provincial Grant	\$ 3,042,302.43
Tax Revenue	10,856,052.13
Revenue from Other School Boards	55,063.53
Tuition Fees	207,902.97
Other Revenue	329,637.12
Total Revenue	<u>\$14,490,958.18</u>
Surplus from Previous Year	205,498.12
Deficits	135,279.19
	<u><u>\$14,831,735.49</u></u>
EXPENDITURES	
Administration	\$ 452,279.34
Instruction	8,825,687.38
Plant Operation and Maintenance	2,232,828.85
Auxiliary Services	970,461.46
Payments to Other Boards	17,881.14
Capital Expenditures Provided out of Revenue	983,628.89
Debt Charges	690,534.87
Other Expenditures	78,897.97
Total Expenditures	<u>\$14,252,199.90</u>
Deficits from Previous Year Provided for from Revenue	16,433.65
Surplusses	563,101.94
	<u><u>\$14,831,735.49</u></u>

TABLE NO. 26	
STATEMENT SHOWING RECEIPTS AND PAYMENTS IN SCHOOL DIVISIONS DURING THE FISCAL YEAR NOV. 1st, 1944,* TO OCT. 31st, 1945	
Balance of Cash on hand and in Bank at beginning of year	\$ 588,684.85
Net Provincial Grants	2,342,610.97
Tax Receipts:	
Levied by Municipalities	\$ 4,013,994.54
Levied by Department of Municipal Affairs	648,760.89
Levied by Special Areas Board	164,356.45
Special Levies	46,163.04
	<u>4,873,274.92</u>
Receipts from Other School Boards	2,217.01
Tuition Fees	37,490.11
Other Operating Receipts	203,896.51
Total Operating Receipts	<u>\$ 8,043,174.37</u>
Bank and Other Short Term Borrowings	\$ 888,000.00
Receipts from Sale of Debentures	30,371.30
Other Non-Operating Receipts	381,392.12
Total Receipts	<u>\$ 9,342,937.79</u>
BANK OVERDRAFT AT THE END OF THE YEAR	66,391.26
	<u><u>\$ 9,409,329.05</u></u>

DEPARTMENT OF EDUCATION

PAYMENTS		
Bank Overdraft at Beginning of Year		\$ 105,450.38
Administration:		
Secretary-Treasurers' Salaries	\$ 87,473.90	
Clerks and Stenographers	16,900.17	
Auditors	4,516.55	
Premium on Treasurers' Bonds	322.74	
Election Expenses	1,611.26	
Trustees' Expenses	72,958.98	
Office Rent, Fuel, Phone, etc	23,620.43	
Office Supplies	31,820.83	
Other Administration Expenses	17,534.44	
		256,759.30
Instruction:		
Teachers' Salaries	\$ 3,943,886.64	
Supervisors' Salaries and Expenses	41,740.42	
Correspondence Courses	25,135.27	
Tuition Fees	157,269.56	
Library and Reference Books	64,916.22	
Text Books	25,088.24	
Instructional Supplies	132,373.96	
Other Instructional Expenses	22,665.95	
		4,413,076.26
Plant Operation and Maintenance:		
Caretakers' Salaries	\$ 273,387.28	
Caretaking Supplies	30,377.53	
Fuel, Light, Water, Ice, Phone, etc.	287,735.23	
Repairs and Replacements to Buildings	289,994.50	
Repairs to Fences, Grounds, etc.	35,015.30	
Repairs and Replacements to Furniture & Equipment	78,932.43	
Insurance	51,501.95	
Rent	16,397.32	
Other Operation and Maintenance	26,875.75	
		1,090,217.29
Auxiliary Services:		
Medical and Health Services	\$ 64,957.56	
Transportation of Pupils	678,255.49	
Other Auxiliary Services (including Dormitories, etc.)	62,804.01	
		806,017.06
Payments to Other Boards		9,934.10
Capital Expenditures Provided out of Operating Receipts:		
Furniture, Equipment, Land, and Buildings	\$ 780,992.42	
Transportation Equipment	72,353.46	
		853,345.88
Debt Charges:		
Debentures—Principal Instalments	\$ 151,481.39	
Debentures—Interest	29,125.07	
Interest on Short Term Borrowings and Other Bank Charges	24,465.31	
		205,071.77
Repayment of Bank and Other Short Term Borrowings		833,170.69
Capital Expenditures Out of Proceeds from Debentures		48,000.00
Other Non-Operating Payments		332,752.83
Total Payments		\$ 8,953,795.56
CASH ON HAND AND BANK BALANCE (less outstanding Cheques)		455,533.49
		<u>\$ 9,409,329.05</u>

TABLE NO. 26(a)

STATEMENT SHOWING REVENUE AND EXPENDITURE IN SCHOOL DIVISIONS
FOR THE FISCAL YEAR NOV. 1st, 1944 TO OCT. 31st, 1945

REVENUE	
Gross Provincial Grants	\$ 2,347,650.15
Tax Revenue	4,939,167.39
Revenue from Other School Boards	2,521.03
Tuition Fees	38,759.17
Other Revenue	212,617.81
Total Revenue	\$ 7,540,715.55
Surplus from Previous Year	114,755.03
Deficits	91,932.69
	\$ 7,747,403.27
EXPENDITURES	
Administration	\$ 261,018.40
Instruction	4,419,197.88
Plant Operation and Maintenance	1,097,931.95
Auxiliary Services	803,246.43
Payments to Other School Boards	9,660.85
Capital Expenditures Provided out of Revenue	628,042.79
Debt Charges	123,328.05
Other Expenditures	19,843.57
Total Expenditures	\$ 7,362,289.92
Deficits from Previous Year Provided for from Revenue	15,001.06
Surplus	370,132.29
	\$ 7,747,403.27

TABLE NO. 27

STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOLS FOR THE
YEAR 1945.

CAPITAL AND LOAN FUND SECTION			
ASSETS		LIABILITIES	
Land and Buildings	\$22,489,006.36	Debenture Debt (not due)	\$ 5,708,323.80
Furniture and Equipment	3,640,260.56	Other Liabilities	545,723.55
Library	321,942.18	Investment in Capital Assets	20,685,900.36
Other Assets	488,738.61		
	\$26,939,947.71		\$26,939,947.71
REVENUE FUND SECTION			
ASSETS		LIABILITIES	
Cash on hand and in bank (less o/s Cheques)	\$ 1,094,432.17	Arrears of Teachers' Salaries	\$ 55,661.74
Accounts & rents receivable	42,492.18	Bank Overdrafts	203,272.01
Due from other School Boards	106,586.14	Short term loans (principal and interest)	14,944.05
Due from Municipalities (requisitions)	874,760.86	Accounts payable	197,812.27
Taxes levied by Board, due unpaid (including penalties and interest)	784,919.59	Debentures due and unpaid (principal and interest)	130,529.25
Due from Province	496,276.21	Due to other Boards	7,048.71
Other Assets	644,533.19	Due to Municipalities	106,387.80
	\$ 4,044,000.34	Due to Province	34,377.70
Deficits	9,778.49	Other Liabilities	258,972.51
	\$ 4,053,778.83		\$ 1,009,006.04
		Excess of Assets over Liabilities	3,044,772.79
			\$ 4,053,778.83
Total Insurance on Property in Force:			
Buildings			\$21,863,968.00
Furniture and Equipment			3,245,907.00

DEPARTMENT OF EDUCATION

TABLE NO. 28
STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DIVISIONS
FOR THE YEAR ENDED OCTOBER 31st, 1945.

CAPITAL AND LOAN FUND SECTION			
ASSETS		LIABILITIES	
Land and Buildings	\$ 8,353,757.01	Debenture debt (not due)	\$ 339,974.39
Furniture and Equipment	1,992,412.22	Other Liabilities	437,663.14
Libraries	238,281.18	Investment in Capital Assets	9,913,989.70
Other Assets	107,176.82		
	<u>\$10,691,627.23</u>		<u>\$10,691,627.23</u>

REVENUE FUND SECTION			
ASSETS		LIABILITIES	
Cash on hand and in bank (less o/s Cheques)	\$ 450,903.06	Arrears of Teachers' Salaries	\$ 47,436.47
Accounts & rents receivable	18,487.95	Bank Overdrafts	186,497.85
Due from other School Boards	2,779.50	Short term loans (principal and interest)	
Due from Municipalities (requisitions)	517,433.31	Accounts payable	115,913.03
Taxes levied by the Board, due and unpaid (including penalties and interest)		Debentures due and unpaid (principal and interest)	65,652.85
Due from Province	295,091.69	Due to other Boards	5,602.71
Other Assets	262,127.18	Due to Municipalities	92,081.76
		Due to Province	28,788.41
		Other Liabilities	228,349.18
	<u>\$ 1,546,822.69</u>		<u>\$ 770,322.26</u>
	<u>\$ 1,546,822.69</u>	Surplus (excess of Assets over Liabilities)	776,500.43
			<u>\$ 1,546,822.69</u>

TABLE NO. 29
COMPARATIVE COST OF EDUCATION

	1935-36	1944-45	1945-46
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 54.54	\$ 85.49	\$ 91.68
Cost per pupil per year according to average attendance	68.63	100.23	107.02
Average cost per pupil for each day in attendance	.364	.559	.565
IN SCHOOL DIVISIONS:			
Cost per pupil per year according to enrolment		83.91	88.84
Cost per pupil per year according to average attendance		101.65	106.55
Average cost per pupil for each day in attendance		.570	.568
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	62.08	87.20	96.31
Cost per pupil per year according to average attendance	75.22	98.85	108.98
Average cost per pupil for each day in attendance	.399	.549	.571
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	49.55	82.68	93.28
Cost per pupil per year according to average attendance	60.08	93.77	105.62
Average cost per pupil for each day in attendance	.315	.521	.554
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	80.85	93.45	101.71
Cost per pupil per year according to average attendance	95.70	105.25	111.84
Average cost per pupil for each day in attendance	.514	.572	.598
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	71.60	107.63	121.76
Cost per pupil per year according to average attendance	86.57	126.45	141.05
Average cost per pupil for each day in attendance	.458	.701	.738

TABLE NO. 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1915	\$ 7,965,469.42	\$ 4,028,592.16	\$ 44.69	\$ 71.16
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1941-42	11,616,548.88	10,404,404.00	64.46	75.54
1942-43	13,076,690.26	10,726,651.00	68.10	84.33
1943-44	13,154,250.24	11,155,097.00	73.39	87.11
1944-45	14,740,209.83	13,040,426.92	85.49	100.23
1945-46	16,158,877.05	14,252,199.90	91.68	107.02

TABLE NO. 31

TEACHERS' SALARIES 1945-46 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic Male	67	\$4,050.00	\$1,300.00	\$2,793.27
Academic Female	44	3,250.00	900.00	2,259.32
High School Male	92	3,510.00	1,200.00	2,108.07
High School Female	91	2,926.00	950.00	1,697.77
First Class Male	703	4,070.00	1,025.00	2,106.64
First Class Female	1,015	3,354.00	900.00	1,617.16
Elementary and Intermediate Male	318	2,475.00	900.00	1,399.22
Elementary and Intermediate Female	1,783	2,175.00	900.00	1,296.67
Second Class Male	184	3,150.00	1,140.00	1,577.02
Second Class Female	845	2,475.00	1,000.00	1,400.35
War Emergency Male	52	1,560.00	1,000.00	1,161.56
War Emergency Female	387	1,450.00	1,000.00	1,057.44
Third Class Male	2	1,480.00	1,210.00	1,345.00
Third Class Female	..	..	..	..
Letter of Authority Male	21	1,500.00	1,000.00	1,251.81
Letter of Authority Female	144	1,500.00	1,000.00	1,185.95
Special Male	69	4,070.00	1,700.00	2,398.39
Special Female	51	3,454.00	1,350.00	2,181.00

DEPARTMENT OF EDUCATION

TABLE NO. 32
AVERAGE SALARIES OF TEACHERS

	No. of Teachers, 1945-46	Salaries, 1944-45	Salaries, 1945-46
Average Salary per Year Paid in Divisions	3,546	\$1,211.41	\$1,353.81
Average Salary per Year Paid in Rural Schools not included in Divisions	59	1,196.25	1,284.87
Average Salary per Year Paid in City and Town Schools	1,497	1,841.06	1,983.00
Average Salary per Year Paid in Village Schools	388	1,417.00	1,503.65
Average Salary per Year Paid in Separate Schools	257	1,288.75	1,342.72
Average Salary per Year Paid in Consolidated Schools	121	1,359.39	1,520.99
Average Salary per Year Paid in All Schools	5,868	1,405.04	1,526.18
Average Salary per Year Paid in Urban Schools	2,263	1,679.97	1,802.52

TABLE NO. 32a

TABLE SHOWING NUMBER OF TEACHERS AND SALARIES PAID IN ALBERTA SCHOOLS DURING THE YEAR 1945-46

Salaries Between	Teachers			Salaries Between	Teachers		
	Male	Female	Total		Male	Female	Total
900- 949	4	8	12	2,450-2,499	17	9	26
950- 999		1	1	2,500-2,549	20	2	22
1,000-1,049	18	238	256	2,550-2,599	18	13	31
1,050-1,099	20	265	285	2,600-2,649	15	9	24
1,100-1,149	25	456	481	2,650-2,699	28	10	38
1,150-1,199	27	401	428	2,700-2,749	8	5	13
1,200-1,249	39	389	428	2,750-2,799	16	3	19
1,250-1,299	44	354	398	2,800-2,849	5	2	7
1,300-1,349	54	323	377	2,850-2,899	7	2	9
1,350-1,399	39	233	272	2,900-2,949	6	4	10
1,400-1,449	60	273	333	2,950-2,999	10	3	13
1,450-1,499	51	228	279	3,000-3,049	4	2	6
1,500-1,549	85	201	286	3,050-3,099	10	17	27
1,550-1,599	59	163	222	3,100-3,149	6	2	8
1,600-1,649	80	102	182	3,150-3,199	34	3	37
1,650-1,699	60	85	145	3,200-3,249	5		5
1,700-1,749	59	65	124	3,250-3,299	2	1	3
1,750-1,799	56	54	110	3,300-3,349	14	4	18
1,800-1,849	58	42	100	3,350-3,399	16	1	17
1,850-1,899	55	56	111	3,400-3,449	5		5
1,900-1,949	37	38	75	3,450-3,499	2	1	3
1,950-1,999	45	67	112	3,500-3,549	1		1
2,000-2,049	39	29	68	3,550-3,599	2		2
2,050-2,099	36	78	114	3,600-3,649	2		2
2,100-2,149	37	17	54	3,650-3,699	1		1
2,150-2,199	31	40	71	3,700-3,749			
2,200-2,249	25	8	33	3,750-3,799			
2,250-2,299	30	32	62	3,800-3,849	1		1
2,300-2,349	35	7	42	3,850-3,899			
2,350-2,399	19	11	30	3,900-3,949	2		2
2,400-2,449	18	3	21	3,950-3,999			
				4,000 and over	6		6

TABLE NO. 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1946 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,396.34	7,386.34	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,380	3,515	50	19,689,044.57	369,902.89	17,982,511.66
1931-32	81,438	89,357	62,769.84	76,883.34	6,406,996.78	5,760	3,788	35	19,095,491.88	378,338.70	18,811,741.41
1936-37	84,090	83,860	63,467.96	69,641.12	5,893,852.44	6,130	3,926	56	18,004,290.00	256,519.44	20,758,827.94
1941-42	83,723	77,486	69,842.82	67,635.68	6,870,176.68	6,336	4,001	9	21,324,852.42	392,143.28	22,143,392.96
1942-43	79,470	78,036	61,550.90	65,662.81	6,935,906.40	6,490	4,008	8	21,286,408.62	393,459.58	22,816,855.47
1943-44	77,593	74,392	63,519.59	64,531.08	7,584,674.59	5,824	4,012	7	21,821,041.33	279,402.00	23,919,612.31
1944-45	77,270	75,262	63,777.75	66,318.06	8,058,586.62	5,945	4,022	14	22,489,006.36	321,942.18	23,730,673.15
1945-46	84,260	71,195	62,919.69	70,242.94		5,868	4,034	12			

DEPARTMENT OF EDUCATION

TABLE NO. 34
SCHOOL DISTRICTS ESTABLISHED DURING 1946

Name	No.	Date of Establishment	Townships		Ranges		Mer.
Lake Romeo	4932	April 26, 1946	58	59	6	7	5
Bevin	4933	May 30, 1946	63	64	5	6	4
Crerar	4934	May 30, 1946	72	73		1	5
French Creek	4935	May 30, 1946	65		26	27	4
Dell	4936	July 2, 1946	80	81	4	5	6
Mameo	4937	Aug. 29, 1946	46		27	28	4
River Valley	4938	Aug. 29, 1946	74	75	20	21	5
Alexander	4939	Sep. 3, 1946	62			3	4
Whitburn	4940	Sep. 21, 1946	79	80		8	6
Cowiki	4941	Dec. 6, 1946	18			13	4
Sunny Valley	4942	Dec. 17, 1946	90		21	22	5
Brule	3537	August 2, 1946		50		27	5

SCHOOL DISTRICTS DISSOLVED DURING 1946

Number	Name	Date of Dissolution
S.D. No. 4884	Lamoral	April 15, 1946, O/C 579/46
S.D. No. 4605	Drinnan	May 15, 1946, O/C 784/46

TABLE NO. 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JUNE 30th, 1946

Number of Colleges Reporting 28

	Male	Female	Total
Number of teachers in residence	26	61	87
Number of teachers not in residence	30	28	58
Number of pupils in residence	726	683	1,409
Number of pupils not in residence	852	1,644	2,496
Number of pupils also enrolled in publicly controlled schools	92	313	405
Number of pupils doing work of Elementary grades	447	829	1,276
Number of pupils doing work of Intermediate grades	335	372	707
Number of pupils doing work of High School grades	701	540	1,241
Number of pupils doing Special Work only	95	586	681

Total Enrolment	3,905
Length of Course in Years	3 to 14 Years
Average Attendance	3,682.56
Average Number of Days School Operated	191 Days.
Schools Under Control of:	
(a) Church	9
Corporation	6
Society	4
Private Individuals	9
(b) Religious Denominations	19
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